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ABSTRACT

This annotated bibliography presents selected references from various bodies of literature which pertain to experiential education in the workplace. (CSS)

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Bibliography Series No. 47

EXPERIENTIAL EDUCATION IN THE WORKPLACE

An Annotated Bibliography

Deborah D. Coleman
Editor

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
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1979

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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- Developing educational programs and products
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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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FOREWORD

The Experiential Learning Issues and Guidelines Project was designed to identify policy issues in the field of experiential learning in work settings and to make recommendations for guidelines. An advisory panel of representatives from management, organized labor, education and the community took on the task of defining issues and preparing recommended guidelines. One of the research tasks for the project was a review of relevant literature.

The project staff found that literature from various fields had to be surveyed in becoming knowledgeable about the wide variety of experiential learning programs and informed of the major roles, positions, and concerns of education, management, organized labor and community groups with regards to experiential education in the work place.

For this reason the following bibliography has been prepared. It represents an initial attempt to organize selected references from various bodies of literature which pertain to experiential education in the workplace. This work would not have been possible without the contributions of persons who represent a broad range of professional backgrounds and areas of expertise.

Specific individuals who assisted in identifying references are noted in the acknowledgment section. Appreciation is also expressed to Deborah Coleman for conducting the literature review, to Louise Wasson for her assistance, to Richard Miguel for his overall direction of the experiential learning project, to Ronald Bucknam, Project Officer of the National Institute of Education for his leadership, and to Kay Freeman for her secretarial support services.

Hopefully, this annotated bibliography will provide a useful reference for others conducting research, planning programs or working in some other capacity in the broad field of experiential education.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

PREFACE

When the staff of the program area Experiential Education of the National Center for Research in Vocational Education began its first studies in experiential education in the workplace, it found itself faced with an enormous task of selecting pertinent literature from a variety of content areas and disciplines.

Depending on the purpose and nature of a specific study, a researcher might have to be aware of research and development literature on a variety of topics, including:

1. adolescent development and socialization
2. learning theory
3. manpower planning
4. vocational training
5. work adjustment
6. career exploration
7. program evaluation
8. transition to adulthood
9. unemployment
10. industry training programs
11. labor's training programs
12. educational alternatives
13. accreditation of learning
14. special needs populations

These are just some of the key descriptors one might use to locate information which will help in policy planning, program design, program implementation, or evaluation.

In addition to drawing upon a large variety of topical areas of research and literature, someone working in experiential education for learning about work must become knowledgeable about a number of types of programs linking school and work. These include apprenticeships, cooperative vocational education, youth employment programs enacted under CETA and industry-education sponsored programs. In addition, there are a number of specific programs such as the Executive High School Internship Program, Venture, 70001, and Experience-Based Career Education. This list is just a sample of the thousands of programs which have been implemented or which are currently being tried across the country.

This bibliography is the product of an initial attempt to pull together a sample of useful references which represent many topical areas related to work experience education. It also includes reports of actual programs which have linked education and work. As an initial bibliography, it is not presented as a complete or final document. Rather it is hoped that persons using the bibliography will submit suggestions for additions, deletions, and other modifications.

Annotations were submitted by several different writers. The length of a particular annotation is not related to the size of the original document. Neither is it an indication of relative importance. Longer annotations were required for some items in order to enable the reader to accurately determine the relevance of the reference.

ACKNOWLEDGMENTS

A number of persons assisted in the preparation of the Annotated Bibliography. Ann Grenier and Charlotte Denison assisted in the preparation of entries and in the important and time consuming tasks of locating references and cataloging documents for general readability. Jeanette McConaughy and Linda Blakeley edited the entries.

Dr. Jean Laubenfels surveyed the literature and authored the annotations on work experience for special needs groups. She also assisted by writing additional references and reviewing a draft of the bibliography. Carol Beckman, Program Assistant, the National Center for Research in Vocational Education, also assisted by locating references and writing annotations. Dr. Stephen Hamilton, Assistant Professor, Department of Human Development and Family Studies, Cornell University, reviewed the document and offered many suggestions for additional references and deletions.

Others assisted by reviewing the document and suggesting both deletions and additions: Joseph Bertotti, Manager, Corporate Education Relations, General Electric Company; Kenneth R. Edwards, Director of Skill Improvement Training, International Brotherhood of Electrical Workers; Dorothy Shields, Associate Director, AFL-CIO; James Ward, Director, Economic Research, American Federation of Teachers; Thomas R. Owens, Coordinator, Research and Evaluation Unit, Education and Work Program, Northwest Regional Education Laboratory; Harry F. Silberman, Professor of Education, Graduate School of Education, University of California; Marcia Freedman, Senior Research Associate, Conservation of Human Resources, Columbia University; and Anne Court, Youth Employment Specialist, National Association of State Boards of Education. Unfortunately, time constraints prevented us from including all suggestions for additional references in this edition.

Without the suggestions and assistance of persons with such diverse backgrounds and expertise, the selection of the references in the bibliography would not have been possible.

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ACADEMY FOR EDUCATIONAL DEVELOPMENT. *The Executive High School Internships Kit.* **New York: Academy for Educational Development, 1977.**

This program became available commercially after models were judged successful in 29 school districts in 18 states. Development involved five years of testing and demonstration with over 7,000 student participants. It is intended for those high school juniors and seniors having initiative, perseverance, creativity, leadership, maturity, and sensitivity; who also have outstanding academic records; or are identified as having strong potential.

Once selected, Executive High School Interns spend an entire term with key decision makers in public and private sector companies, organizations, and institutions in their communities, on leave from all classes, attending meetings and conferences, undertaking special assignments, and functioning as adult staff members. They study management and decision making in weekly seminars using the case study approach developed by the Harvard Business School. They receive a full term of academic credit in standard subject areas.

Sponsors are leading executives and managers in government, business, the media, arts, law, social service, education, health, and civic affairs. Their contact with the participants has led to increased support for public education among community leaders.

The low cost program (about $645 per student) has proven effective in providing enrichment and alternative education to gifted and talented students. Through participation many interns have gained college scholarships, or part time, summer, or permanent employment.

The kit consists of nine manuals which include:

1. Basic Design
2. Creating the Administrative Support System
3. Orchestrating Sponsor-Intern Placements
4. Program Monitoring and Student Services
5. Seminar Syllabus
6. Evaluation
7. Handbook for Executive High School Interns
8. Sponsors Handbook
9. School Officials Handbook

ACTION. *High School Student Volunteer.* **Washington, D.C.: The National Student Volunteer Program, 1974.**

This manual is written for school officials who want to learn more about the high school volunteer movement, as well as those who are already involved in such programs.

According to the writers of this manual, students work most effectively and derive the most benefit, when schools act as coordinating agencies. But many schools do not have the basic information they need.

To fill that information need the manual provides a rationale for volunteer programs, guidelines for action, ideas of successful approaches, suggestions for how to keep programs going, and sample records and forms.

AFL-CIO. Executive Council Statement on Career Education, February 1972.

This statement by the AFL-CIO Executive Council articulates the bases for AFL-CIO support for the concept of career education as well as areas of concern which limit labor's enthusiasm for the implementation of it.

The AFL-CIO position is that schools must prepare students for the realities of the world of work and that this preparation can best be achieved through a comprehensive approach to integrating a general education and a vocational education throughout the schooling of a child. Further, the AFL-CIO favors an approach like career education which expands options for future education and training.

Major concerns about career education relate to proposals which the AFL-CIO believes lead to employer domination of career education and parallel developments in the Department of Labor to explore ways of easing child labor laws so as to permit younger students to work in industry. In particular, the AFL-CIO opposes the "Employer-Based Model" for career education proposed by the Nixon Administration and Administration statements which link support of career education with the position that there are many young people in college who do not belong there.

AFL-CIO

AFL-CIO. Statements and Reports Adopted by the AFL-CIO Executive Council, February 21-28, 1977.

Referring to education, the AFL-CIO states the goal of "equal access to all levels of education for every American who seeks and can benefit from that education." The AFL-CIO supports career education which exposes students to the types of occupations available and provides information about seeking and holding jobs. However, any proposal which circumvents fair labor standards and child labor laws cannot be supported.

This statement also supports increased attention to the needs of adults in the education system. Both the needs of adults returning to school to obtain a diploma and those returning to school to begin a new career require attention.

ALLEN, THOMAS R. *Cooperative Education Coordinator's Handbook.* **ED 110 684. Huntington, W. Va.: ERIC Document Reproduction Service, 1974.**

This handbook is designed to guide coordinators of cooperative education programs who will be able to relate the material to their fields of specialization. The chapter contents are as follows:

- General and specific objectives, related areas, and Part J of the 1968 Vocational Amendments
- The role of the teacher-coordinator and the responsibilities of the total job
- Instruction and related critical tasks
- Guidance and placement
- Activities and community involvement
- Public relations
- Advisory committees
- Youth organizations
- Relationship to adult education
- Research

References are found at the end of each chapter. Appendixes present sample forms and a checklist of program-evaluation criteria.

ALTSCHULD, JAMES W., and TERRY, TERESE. *A Sampler of Innovative Ideas for Ohio's Community Action Agencies.* **Columbus: Center for Vocational Education, 1977.**

This report is a collection of ideas and programs that merit further consideration by community-action agencies. They are based on case studies of youth-oriented training programs in Ohio. All aspects were examined, including: agency context, counseling services, techniques for identifying and informing potential participants, locating sponsoring work sites, and program evaluation.

The document is divided into three main sections: (1) in-school programs, (2) out-of-school programs, and (3) other ideas. Each program is described as to its general features and its interesting aspects and problems.

1. Included in the section dealing with in-school programs are discussions of:

    - Police cadets
    - Summer work camp
    - Weekend work camp
    - New careers
    - Recreational and semi-educational
    - Job corps

2. The section dealing with out-of-school programs includes discussions of:

    - Agency-run small business
    - Experimental private enterprise
    - Youth offenders

3. The "other ideas" section of the report presents:

- Periodic group orientations and meetings for supervisors
- Designated program coordinators in schools
- Initial group-orientation sessions for participants
- Programs targeted for young mothers
- Program hiring
- Pay for teenagers
- The agency role
- Evaluation ideas

ALTSCHULD, JAMES W., and TERRY, TERESE. *Youth Training Programs in Ohio's Community Action Agencies.* **Columbus: Center for Vocational Education, 1977.**

This case study deals with programs of formal or informal training for youth from 14-21 years of age at six selected Ohio agencies. Programs encompass education/work experiences, on-the-job training, counseling, vocational training, and the upgrading of basic skills.

The study is relevant to experiential learning, providing examples of youth-oriented training programs in diverse metropolitan, urban, and rural areas.

The study concludes with recommendations and suggests methods designed to improve program operations.

AMERICAN FEDERATION OF TEACHERS. *Resolution No. 43: Education and Work.* **Submitted by AFT Executive Council at AFT Convention, August 1976.**

This brief resolution presents the AFT position toward education and work programs regarding the assumptions, effects, and purposes of education and work programs. Along with other specifications, the AFT offers the following guidelines for implementation of the programs:

- Expanded guidance and counseling services
- Alternative programs, with a career orientation for students who do not function well in, or benefit from regular school
- Job experience only in industries with full employment and only as a supplement to basic education, not a substitute
- Creation of programs which do *not* water down child labor laws, provide subminimum wages, lower school leaving age, or weaken health and safety laws
- Creation of programs which do *not* turn over some responsibility for public education to the private sector

The resolution offers further suggestions on how to improve the programs.

ASHMUN, RICHARD D., and KLAURENS, MARY K. "Essentials in Educating the Teacher-Coordinator." *American Vocational Journal* **44 (1969):28-62.**

This article stresses the importance of the following essentials in the education of the teacher-coordinator: (1) orientation to the terminology of the field and to the community needs; (2) work experience in the field for which he or she will be preparing workers; (3) human awareness (how to relate to others); (4) good school-community relations; (5) student teaching with introductory experiences such as observations and micro-teaching; and (6) in-service follow-up, preferably by the teacher-educator.

AUN, EMIL MICHAEL. "Forum for Action." *Manpower* **4 (1972):23-28.**

This issue of the monthly journal of the Manpower Administration in the U.S. Department of Labor deals specifically with manpower programs for Spanish-speaking people. The article describes the 15-year-old Puerto Rican Forum which has as its mission to strengthen the role of Puerto Ricans in the economic and social life of the nation. To accomplish its goal, the Forum has set in motion a variety of business, manpower, education, and housing programs; and has sponsored training in leadership, human relations, urban affairs, and community organization.

Language training is the chief manpower tool, since the staff of Forum believe limited command of English keeps Puerto Ricans and other Hispanics from obtaining good jobs for which they might otherwise qualify. To help Puerto Ricans surmount the communications barrier, the Forum developed a course called BOLT (Basic Occupational Language Training) which resulted in improved communication on the job, promotions, further education, and passing scores on civil service tests, for those who completed the course.

Other programs and activities carried out by the Forum are cited:

1. A major study of the social and economic conditions of Puerto Ricans in New York in 1964, funded by the Office of Economic Opportunity
2. Establishment of the Puerto Rican Research and Resources Office in Washington, D.C.
3. Creation of Skills Advancement, Inc. in partnership with the Urban League of Greater New York and Cornell University, to upgrade low wage, low skilled workers
4. A talent registry which maintains a current file of Puerto Rican professionals and supplies their names to employment agencies and employers on request
5. Workshops to identify and develop leadership capabilities of Puerto Ricans involved in manpower training programs
6. Seminars and courses in Puerto Rican studies, to help American businessmen better understand their Latin employees
7. Institute for Training in Urban Affairs, to help Spanish-speaking communities throughout the Northeastern United States understand how government policies and programs develop and operate
8. An education program called CREO (Creating Resources for Educational Opportunities), designed to deal with the home problems as well as the school problems of Hispanic Youth

BANK AMERICA CORPORATION. *Bibliography of Corporate Social Responsibility: Programs and Policies,* **6. San Francisco: Bank America Corporation, 1977.**

This edition is the sixth in a series designed to serve as a resource document for information on programs, materials, resources, philanthropies and other responses by corporations to the demands of contemporary social problems. Of particular interest to persons working in the area of work experience are the sections on employment, minority affairs, women, and youth. The reference can be useful for locating specific types of resources and for gaining an overview of the many different ways corporations have responded to the need to be more involved in the community.

BARTON, PAUL E. *Designing Youth Policy: Starting Points.* **Washington, D.C.: National Manpower Institute, June 1977.**

The author states that the goals of this paper are to (1) distill the concerns about disjunctures in adolescent and youth development about which there would be wide agreement, (2) advance a number of specific policy proposals that would further our ability to reach concensus on necessary adjustments, and (3) express some thoughts on critical assumptions and choices in the creation and implementation of policy.

He succinctly discusses 12 issues with which a comprehensive youth policy must deal, recognizing trends that subtly intermix both benefits and losses to young people and society. These include lengthened dependence, restricted experience, youth culture and alienation, impact of technology, sharing economic adversity, central city and rural crises, teenage crime, slippage in the three R's, dropout rates, and under-use of college education. The policy elements which he discusses include need for collaboration, community service, the value of both education and experience, and skill training. Finally, in his discussion of policy implementation, he stresses that policy makers need not only to provide work opportunities and remedial programs, but also to work toward understanding the main trends that are creating a disjuncture in the socialization and economic integration of the young, so that they will be dealt with.

BEST, FRED, and STERN, BARRY. "Education, Work and Leisure: Must They Come in That Order?" *Monthly Labor Review* **100 (1977):370.**

The authors question the feasibility of the linear life plan, which involves a progression from school in youth, through work during the middle years, to retirement in the later years. With increased education, technology, productivity, life span, and labor force activity, society is being transformed and the linear life pattern is becoming obsolete.

This article endeavors to summarize past and current trends of lifetime distribution of education, work, and leisure; to evaluate social problems which may emerge and be intensified if these trends continue; to conceptualize possible alternatives to current lifetime patterns; and to suggest policy approaches in this area.

Between 1870 and 1970, the average U.S. workweek declined from approximately 60 hours to 40 hours. However, during the last 30 years the workweek has remained remarkably stable and increases in nonwork time have taken the form of longer vacations and more holidays, and longer periods of education and retirement. According to the authors, this trend toward increased schooling for the young to keep them out of the labor market and earlier retirement for older workers to make way for those in the prime age group works to the detriment of society.

As alternatives to the traditional linear life plan, the authors propose the following: (1) time income tradeoff and work-scheduling options; (2) extended leaves of absence; (3) work sabbaticals with income-support provisions; and (4) integrated income maintenance and transfer payments. With support from public and private sectors, some of these proposals can be tried, which will provide more flexibility in the present working life and supply necessary guidelines for future, more dramatic, changes in this area.

BEST, FRED, and STERN, BARRY. *Lifetime Distribution of Education, Work, and Leisure: Research, Speculations and Policy Implications of Changing Life Patterns.* **Washington, D.C.: Institute for Educational Leadership, The George Washington University, 1976.**

This paper presents an analysis of the overall lifetime scheduling of education, work, and leisure. Several of the authors' observations and conclusions raise issues that are important in the conceptualization of experiential learning in the workplace.

First, the authors present statistics to show that by 1985 there will be a much larger percentage of college graduates than jobs requiring that education. Further increasing numbers of women in the job market will make jobs tighter. Third, the authors show that with the current imbalance between resources and openings, future entry-level workers will find little opportunity for upward mobility.

As solutions to the problems of high unemployment and limited mobility, the authors purpose three models for alternating education, work, and leisure. Suggestions for federal action to be taken to promote the adoption of a cyclic pattern of work and education are included.

BOARD OF EDUCATION OF DETROIT. "Detroit Public Schools Job Upgrading Program, 1971-72." *The Job Upgrading Program Manual of Procedure and Curriculum Guide.* **ED 076 735. Detroit: ERIC Document Reproduction Services, 1972.**

The Job Upgrading Program helps school dropouts and potential dropouts either to adjust to a regular school program or to become prepared for the world of work. Trainees are given the opportunity to pursue an abbreviated school program, receive highly individualized personal counseling, learn about the factors for achieving success in a job, and obtain a subsidized work experience in order to put into practice what they have learned. A full-time job placement service for those not returning to the regular school program is also available to centers funded by Title I.

There are usually three types of individuals in the program at any one time: (1) those employed without a supervised work experience; (2) those needing a supervised work experience; and (3) those who may return to a full-time school program.

This program is now in operation in 16 high schools in Detroit. The purpose of the "Manual of Procedure and Curriculum Guide" is to assist the Job Upgrading Teacher-Coordinator in the performance of responsibilities as well as to provide administrators and others with information and understanding of the coordinator's job.

BORMAN, C.; COLSON, S.; EVERS, M. K.; GODSEY, R.; MAYFIELD, B.; and NASH, W. R. *A Unique Learning Opportunity for Gifted and Talented High School Seniors.* **College Station, Tex.: Center for Career Development and Occupational Preparation, Texas A & M University, 1977.**

This publication is the final report on a project carried out at Texas A & M University during the fiscal year 1976-1977, the purpose of which was to demonstrate effective methods and techniques in career education for gifted and talented high school students. Students desiring to participate could either nominate themselves or be nominated by parents, teachers, or counselors. Student identification considered academic achievement and ability, talent in any aesthetic area, mechanical ability, potential for leadership, and qualities of creativity.

The project focused on a differentiated career education approach embodying a higher level of cognitive and affective concepts and processes than those normally provided in the regular school curriculum. Instructional strategies which accommodated the unique learning styles of the gifted and talented were provided combining in-depth self-investigation with mentorship-internship experiences.

The program as developed in the project consists of three phases:

Phase I – Guidance Laboratory Experience, during which students, through self-investigation and evaluation procedures, identify tentative career interest areas

Phase II – Mentorship Laboratory Experience, during which individual participants are placed in observer roles in specialized areas identified during Phase I

Phase III – Working Internship Experience, during which students are placed in on-site work experiences according to information and experience gained during the first two phases. In this phase of the experience, students work under the direction of persons engaged in the career field tentatively selected and receive pay for their work.

This final report indicates that the exemplary model developed is effective in providing career education to gifted and talented high school seniors and may be of use to other school districts in serving the career-development needs of this population segment.

BOTTOMS, GENE, and REYNOLDS, KENNETH. "Work Experience Programs for Behavior Modification." *American Vocational Journal* **44 (1969):24-26.**

This article attempts to clarify the differences in the intent, nature, and implementation of work experience for behavioral modification as opposed to general work experience and cooperative education programs. It proceeds from the assumption that existing work experience programs are not sufficiently structured to promote behavioral change purposefully in disadvantaged and school-alienated youth.

The idea that all cooperative education programs must focus on job skills seems questionable in light of certain facts. There is much evidence that skills for many jobs can readily be learned on the job in a relatively short period of time. However, persons entering such jobs need basic academic skills, good work habits, and the ability to relate to others, precisely the areas in which alienated youth are most deficient.

To accomplish the intent of work experience for behavioral modification, basic changes must be made in current work experience programs. In the past, the pattern followed by cooperative education programs has been to select the most able from a large number of candidates. This policy and the fact that entrance is limited to eleventh and twelfth grade students while many disadvantaged drop out before reaching this grade level, excludes students most in need of help.

The authors maintain that work experience can serve as a vehicle for behavioral change in "problem" youth only if both school and work environments are sufficiently modified to insure positive response by the student and if daily counseling (individual and group) is scheduled to help the student explore, react to, and modify his or her behavior.

BRIDGEFORD, NANCY; CLARK, MARILYN; and McCLURE, LARRY. *Directions in Career Education: Questions People Ask About Education and Work.* **Portland: Northwest Regional Educational Laboratory, 1977.**

This publication by the Northwest Regional Educational Laboratory is an analysis of the findings of the various projects funded under NIE's Education and Work Group. Included in the information summarized in the book are the results of about 90 projects managed by NIE since fiscal year 1972.

The analysis of findings is presented in the form of a resource guide. Each chapter contains a summary of research findings as well as references to the specific projects which relate to the topic. Abstracts of The National Institute of Education Contracts and Grants appear as Chapter XVII of the book.

The topics on which the research focused are:

Chapter I – Why the Emphasis on Career Education?
II – Who Is Career Education for?
III – How Do We Make Sure Career Education Is Sex and Race Fair?
IV – What Should Schools Teach about the World of Work?
V – What Do We as Educators Need to Know about the World of Work?
VI – What About Hands-On Learning in Career Education?
VII – What About Career Decision Making and Guidance in Career Education?
VIII – Is the Role of Colleges and Universities Changing?
IX – How Are Adults Benefiting from Career Education?
X – What Planning Information Would Help before We Begin?
XI – How Should We Organize Our Program?

BROLIN, DONN. "Career Education Needs of Secondary Educable Students." *Exceptional Children* **39 (1973): 619-624.**

The major purpose of this study funded by the U.S. Office of Education, Department of Health, Education, and Welfare, was to identify the needs of secondary-level educable mentally retarded students and the competencies teachers must have to meet these needs. From the data received at a conference for state and national authorities, a field questionnaire was developed and sent to 30 randomly selected administrators and 251 secondary-level teachers of the educable retarded in Wisconsin. The results showed that a great need exists to equip secondary teachers of the educable retarded with knowledge and skills in vocational rehabilitation and vocational education, that increased involvement of other in-school and out-of-school personnel is needed to meet students' primary needs, and that a prevocational coordinator position is especially needed. The study reflected needed changes in the preparation of regular classroom teachers as well as those in the special education area.

Work-study programs, in which students spend part of the day or week acquiring work experience and skills in specific jobs in the community, have developed rapidly in many high school programs during the past decade. Nevertheless, special education teachers are still primarily trained to teach academic skills, and their classrooms place too much emphasis on purely academic instruction and little stress on vocational training and adjustment, placement techniques, and other important career education areas. Since educable students do not generally go on to other education, it is essential that they receive the career education they need at the secondary level. This article reviews some of their needs in the area and discusses ways in which teachers may be prepared to meet them.

BUCKNAM, RONALD B. "The Impact of EBCE—An Evaluator's Viewpoint." *Illinois Career Education Journal* **33 (1976):32-36.**

The third party evaluation of the four original Experience-Based Career Education (EBCE) programs done by Education Testing Services (ETS) during the 1974-75 school year, is discussed by Dr. Bucknam, a senior associate of the NIE Education and Work Group. Dr. Bucknam holds primary responsibility for overseeing the development and evaluation of the EBCE projects. The article describes how the four developer laboratories were given a common set of parameters including the basic student population, program characteristics, and general outcomes for the design of a program. Programs were to be designed to promote and utilize community-education collaboration; the blending of the teaching of cognitive, affective, interpersonal, and career development skills; and increased student involvement with adults.

This chapter focuses on program outcome information from the ETS findings useful to an audience who is gathering information or making decisions on the implementation of an EBCE program. ETS sought to measure EBCE outcomes in three areas: (1) community support, specifically parents and community persons (Surveys were done which indicate solid support by both groups.); (2) academic achievement (Evidence shows that students are not academically hurt by their involvement with EBCE programs, even though they may be in the community up to 80 percent of the school week.); and (3) programmatic outcomes which are shown to be positive in all areas measured. There is strong support for the programs from the parents of students, from resource persons, and from past graduates.

BUDKE, WESLEY E. *Case Studies of Cooperative Programs Between School and Industry.* **Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, 1972.**

The report reviews 24 cooperative efforts deemed representative of programs occurring between school systems and industry. Presented as separate reports per cooperative effort, each report reviews: the reason for initiating the program, how the program fits into the school curriculum, the scope of the program and the the success of the effort. Each project report includes a reference for a resource publication in the program, and the title and address of the industry contact.

The various programs reviewed include several targeted to high school dropouts and disadvantaged youth and one for non-English speakers. Several programs are organized to make vocational education more realistic. One program was planned as a means of encouraging prospective employees to remain in the area. The initiating agents of the programs vary and include industry, educators, and community leaders.

BULLOCK, PAUL. *Aspiration vs. Opportunity: Careers in the Inner City.* **Ann Arbor: Institute of Labor and Industrial Relations, The University of Michigan—Wayne State University, 1973.**

This book reports the findings of a research study of the process by which young men in low income black and Chicano ghettos enter the labor market. The findings of the research are presented in an interpretive and narrative fashion. Each chapter presents an important aspect of the problem. These are:

- The Youth Labor Market: An Overview
- Counseling and the School Experience
- Entering the Labor Market
- Labor Market Information and Perceptions
- Choosing a Career
- The Subeconomy in American History
- Special Obstacles to Youth Employment

While the research and analysis contained in the book may be more detailed than many readers may like, the content of the discussion provides valuable background to understanding the complexity of issues involved in labor market participation of Chicano and black youth. Of particular interest is the illumination of the differences in the experience of these two groups.

BURT, RUTH FREDINE, and DOUGLAS, MARCIA. *The Community Resource Person's Guide for Experience-Based Learning.* **Portland: Northwest Regional Educational Laboratory, July 1977.**

This guidebook is intended for members of the business community who are volunteering to help students learn outside the classroom. It includes explanations of aspects of experience-based learning, including being a resource person, community explorations, student projects, and analyzing work. It also includes a checklist for planning, ideas of student expectations, hints for being a resource person, and ideas of possible student gains. A sample interview with a resource person and questions and answers on such things as student behavior, productivity, child labor laws, confidentiality, and student characteristics are also included.

BURT, SAMUEL M. *Industry and Vocational-Technical Education: A Study of Industry-Education Advisory Committees.* **New York: McGraw-Hill, 1967.**

The book is the report of a study conducted from February 1965 through March 1966 of advisory committees for vocational education. The study included visits to 32 schools and school districts as well as several hundred state directors of vocational industrial arts and technical education programs, school principals, department heads, deans of technical institutes, national and local trade and professional associations, and chairpersons of advisory committees.

The report itself is divided into three major sections: I—An Overview and Rationale for Industry-Education Cooperation; II—How Industry-Education Cooperation Takes Place; and III—Legislation and Organization. The subject matter of the third section makes it pertinent in 1978 only as a historical reference. However, the detailed analysis of the topics of sections I and II make them useful resources today.

Section I reviews the history and problems of industry-education cooperation. The author points out that the U.S. Office of Education noted the interdependence of industry and education in 1922. However, continuing problems impede progress. Educators lack the time and staff to effectively develop cooperation. Both education and industry lack a realistic understanding of the needs of the other institution. The report then discusses three instrumentalities for building cooperation: advisory committees, a local liaison, and professional and trade associations.

Section II, consists of a series of chapters which include recommendations and case study materials. The chapters are: (1) Initiating New Vocational Programs, (2) Conducting Manpower and Skill Needs Surveys, (3) Developing Curricula, (4) Counseling and Recruiting Students, and (5) Evaluating School Programs.

CARLSON, ELLIOT. "Education and Industry: Troubled Partnerships." *Saturday Review,* **August 15, 1970, pp. 45-47.**

The author documents a few serious problems which have plagued companies' efforts to solve the dilemmas of urban education. For example, when Illinois Bell attempted to share its personnel, equipment, and facilities with three Chicago ghetto high schools, a wave of student violence at one school erupted with smashed windows, fires, and physical threats to teachers and administrators. The company gave up and the program was dropped, as many others have been. Some critics have described these unsuccessful ventures as public relations ploys and have denounced them as being patronizing in nature. Most observers see many of the programs as simply unimpressive in content, since they have produced few innovations in schools and in most cases do not truly involve a partnership.

A successful program developed by a New York bank is described in detail. After initial failures caused by unrealistic expectations and excessive concern with academic subjects, the directors revised the program to include heavy doses of black and Hispanic culture and other highly general offerings. The trainees themselves labeled this material a waste of time, indicating that they wanted to learn "about the bank." Shortly thereafter the overall program was shortened from a year to six months, the "cultural awareness" programs were eliminated, and academic stand-bys such as algebra and English grammar were removed. All material given to trainees was related to prospective jobs inside the bank. Geography, for example, was introduced in relation to the bank's international department, and communication skills concentrated on acquisition of bank terminology. As a result of the change, the dropout rate declined dramatically and more than half the program's graduates became successful full-time bank employees.

Based on several examples of successes and failures, Carlson concludes with suggestions of what constitutes a workable partnership between industry and education. These include executive commitment to the program that makes itself felt throughout the company, appointment to the school of full-time company representatives familiar with internal school problems, willingness to tolerate experiments and innovations, and most important of all, ability to link educational efforts with job opportunities and/or job counseling.

CENTER FOR FIELD RESEARCH AND SCHOOL SERVICES OF NEW YORK UNIVERSITY. *An Evaluation of the High School Redirection Program.* **ED 091 454. New York: ERIC Document Reproduction Service, 1973.**

The High School Redirection Program was designed to maintain 240 potential dropouts in an educational-vocational setting, while assisting them to progress toward a high school diploma. Students were admitted from 13 high schools in Brooklyn and from Andrew Jackson High School in Queens. They were to follow a work-study program through the summer and regular academic year, combining selected classes for academic credit and paid work experience in alternate weeks.

The body of the report, presented as an appendix, contains the documents generated by the study, including—

1. a statement of philosophy and rationale;
2. separate sets of instructions to faculty and students describing their respective roles in the crediting process;
3. delineation of the step-by-step procedures to be followed by students seeking credit for experiential learning;
4. suggested format for the student-generated portfolios; and
5. guidelines for the documentation of such learning experiences as military service, licensing, hobbies, employment, etc.

CENTER FOR VOCATIONAL EDUCATION. *Education and Work: Labor Perspectives.* **Columbus, Oh.: Center for Vocational Education, 1977.**

The two papers in this document were delivered at the third National Forum on Education and Work, held in San Francisco in February 1977, sponsored by the National Institute of Education.

In "Status of the Working Woman," Gloria T. Johnson, Director of Education and Women's Activities for the IUE-AFL-CIO-CLC, states that the status of the working woman has not improved to any great extent in our society, despite legislation, discussion of sexual equality, and efforts of the women's movement to end job discrimination and increase employment opportunities through female jobs. Women lack the necessary awareness to acquire high status jobs and suffer high unemployment and long-term effects of previous sex discrimination. Johnson, however, sees significant progress in several of the above areas by groups such as the Coalition of Labor Union—Women. She gives statistics which portray reasons women work, how women participate in unions, and suggestions for future study and action.

In "Education and Work—Directions for the 80's: A Labor Perspective," Al Lorente, International Representative of the Skilled Trades Department, United Auto Workers, states that bringing education and work closer together is one of the most necessary functions facing our society. When employees have not learned in school how to learn, to be self-confidencent, to relate well with others, to adapt to change, to develop both living and job skills, the problems become union issues. Mr. Lorente discusses the background of UAW interest in education, recommendations, research issues, and perspectives on political activity relating to industry-education cooperation.

CHAPMAN, ELWOOD N. *Work Experience Survival Kit.* **Palisades, Calif.: Goodyear Publishing Company, Inc., 1973.**

This book was prepared as a guide to youth who are participating in a work experience program. Written in a workbook format, each chapter is suited for classroom discussion. It is easy to read with illustrations which make it enjoyable. The topics, presented as chapters or lessons for discussion, cover the following topics:

- What work experience has to offer
- Help with how to balance being a student and worker
- What to expect from the supervisor
- A check to improve pride in work
- Practical tips on how to avoid embarrassing situations on the job
- Hints on how to get along with co-workers
- How to use the work station as a maximum training opportunity
- Techniques on how to apply classroom learning to the job
- Help on evaluating the experience

The book also provides a case study on problems often encountered by participants, including probation, motivation, frustration, communication, favoritism, and grading.

CHICKERING, ARTHUR W. *Experience and Learning, An Introduction to Experiential Learning.* **New Rochelle, N.Y.: Change Magazine Press, 1977.**

This paper, "Experience and Learning" is one of a series of policy papers solicted and published by Change Magazine. The author developed his ideas in consultation with students, faculty members, and administrators of Empire State College and colleagues from the Council for the Assessment of Experiential Learning.

The discussion in the paper is presented according to the following topics: Roots and Definitions; Examples; Problems, Purposes, and Quality; Institutional Support; Potentials for Students; Potentials for Faculty and Institutions; and Costs and Policy Implications. For each section a bibliography of further readings is provided.

CHURCHILL, R.; GUERRERO, A.; HARTLE, J.; and HORWITZ, H. *Coordinating Educational Assessment Across College Centers.* **Princeton, N.J.: Cooperative Assessment of Experiential Learning, 1976.**

This document is a summary of the operational models for implementing cooperative assessment programs in 12 participating institutions. These models were disseminated as a guide to developing sound procedures for integrating the assessment process into the traditional educational curriculum.

Participating institutions were selected which face different implementation problems and which provide a cooperative context for each to focus on a particular concern. Some institutions focused on defining standards. Others focused on administrative questions of financing assessment and learning programs. Each institutional team has worked toward clarification and documentation of desirable policies and procedures for incorporating the assessment of experiential learning into the context of its own institution.

The models reviewed in the document provide useful examples of how to fit an experiential learning activity into the ongoing certification of learning processes and management activities of an academic institution.

COHEN, ALAN J., and FRANKEL, STEVEN M. *Data Analysis Report: An Assessment of School Supervised Work Education Programs.* **Santa Monica: Systems Development Corporation, 1973.**

The study was conducted by Systems Development Corporation for the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education. The objectives of the study were to examine the different configurations of work education programs which currently exist in the United States to determine the degree to which different types of programs are meeting their intended objectives, and to suggest ways in which different types of programs might be modified or expanded.

A typology based on the three dimensions of educational level, primary purpose, and industrial setting was used for analysis of a stratified random sample of 50 work education sites drawn from a set of 500 representative programs. Programs reviewed include secondary and postsecondary programs; occupational training, dropout prevention and career exploration objectives; and settings in farm areas, bedroom communities, single industry areas, and major industrial business centers. For each of the 50 programs, data were collected from: the program administrator(s); participating students; nonparticipating students; participating employees; and nonparticipating employees.

The report presents a rich source of empirical findings on a variety of issues related to work experience education. Examples include how students view pay as a factor in program participation; the effect of the program on attitudes toward school, goals of employers and characteristics of coordinators. The report also includes a section of recommendations for improving the quality of programs.

COHEN, WILBUR J. "The Learning and Earning Force." *Educational Record* **50 (1969):166-170.**

Here the Secretary of Health, Education, and Welfare in the Cabinet of Lyndon Johnson lists the goals that, in his opinion, our investment in education should enable us to reach.

The probability that many of today's children will be living and working in the twenty-first century—on jobs not yet created—demands that the educational system foster the art of learning and provide training outside the formal educational structure. The system must give pupils the broadly based general education they need to adapt to changes that will occur in their lifetimes. Thus, the educational system is charged with offering a student a sound basic education, as well as opportunities for continuous learning at all levels throughout his or her lifetime.

More opportunities must be provided for continuing education, a vast new field which business, industry, and other institutions could well support through a variety of programs. It is estimated that approximately 825 million people are now getting vocational, technical, and professional training outside the formal educational establishment. Businesses and industries are becoming more active in training programs, and many more people are enrolled in correspondence courses.

Cohen continues with suggestions for programs that will enable women to move more easily into the labor force. He concludes by offering 14 goals that he feels can be reached during the 1970's, given our gross national product and our commitment to quality education for all.

COLORADO STATE BOARD OF EDUCATION. *Minimum Standards for Work Experience and Study Programs.* **ED 135 177. Denver: ERIC Document Reproduction Service, 1975.**

This document includes requirements and guidelines for vocational education programs for secondary-school handicapped students in Colorado. It is an outgrowth of the 1968 Amendment to the Vocational Act of 1963 which requires each state to spend 15 percent of its basic federal grant for the vocational education of the handicapped.

The document describes Work Experience and Study programs in terms of federal purposes and requirements, program personnel requirements, and program requirements (including standards for program planning, job training, training agreements and plans, evaluation, follow-up, and fundings). The role of the advisory committee is also examined.

Sample forms for program evaluation and training agreements comprise the bulk of the document.

COMMITTEE FOR ECONOMIC DEVELOPMENT. *Jobs for the Hard to Employ: New Directions for a Public-Private Partnership.* **New York: Committee for Economic Development, 1978.**

This statement on national policy by the research and policy subcommittee of the Committee for Economic Development made in January 1978; covers costs of unemployment, training and job opportunities for the hardest to employ; and management of federally assisted employment and training programs.

Segments relevant to experiential learning include the following: opportunities for minorities, the undereducated, and unskilled; and matching youths to available opportunities. Included are examples of active business participation in training and employment.

The committee recommends development of a wider range of alternative work patterns, including more part-time and nonregular employment and special counseling by retired personnel (executive and worker) for the most disadvantaged groups, especially minorities.

COMPTROLLER GENERAL OF THE UNITED STATES. *Difficulties of the Neighborhood Youth Corps—In-school Work Program and Its Management Problems.* **Washington, D.C.: Department of Labor, 1973.**

The report concerns the in-school component of the Neighborhood Youth Corp Program, which provides paid work experience and support services to disadvantaged youths to encourage their continued enrollment in school. In March 1969 the General Accounting Office reported that participation in the in-school and summer programs had no significant effect on whether youth from low income homes remained in school. Congress then ordered an overhaul of the program to improve the effectiveness. In 1970-1977 this study was conducted to determine whether the changes made improved the program's success.

This study also failed to show that the program acted as a deterrent to dropping out of school. However, it did find that in the selection of youth there was no attempt to identify those youth for whom this experience could be a critical factor in keeping them in school. The study further found that there was a great range in the quality of counseling provided that remedial education was not being provided and that many of the work experiences were not meaningful to the participants.

This study provides valuable background information for anyone planning a work experience program for potential dropouts. It points out how sponsors trying to respond to the demands on their programs often made poor choices, failed to take necessary actions or provide essential services. The study suggests planning steps which might have improved the effectiveness of the program.

"Cooperative Education Links Classroom, Job Experience, Programs Growing at 'U'." *Comment,* **May 1978.**

This issue of *Comment* looks at the functions and intended benefits of cooperative education and at the features of both new and long established programs at the University of Minnesota.

The oldest known program at the University of Minnesota was jointly developed in 1950 by the Mechanical Engineering and Aerospace Engineering Departments. More recently, cooperative education programs have been established in other engineering departments and in the Colleges of Liberal Arts, Agriculture, and Home Economics, and in the General College. The College of Business Administration in 1965 began an accounting internship which has the elements of cooperative education, as does the University Year for Action, a federally sponsored, University-wide program that allows juniors, seniors, and graduate students to work for one year with one of 16 participating government and social service agencies.

The sharp increases in development and support of cooperative education across the country are attributed to a number of factors including declining college enrollments, shrinking budgets, inflation, recession, renewed interest among students in career development, and increased awareness among educators of the importance of practical experience as a part of a student's total education.

Those who coordinate and participate in cooperative education programs cite many advantages afforded to participating students and employers, as well as to sponsoring educational institutions. Benefits to students include an opportunity to: (1) demonstrate relevance of theory through practice, (2) increase educational motivation, (3) obtain greater human understanding, (4) become oriented to the world of work and the larger community, (5) earn money to continue in higher education, (6) develop useful references and employment contacts, and (7) utilize supervision resources of the employer.

CRAWFORD, ALAN N. *Aides to Career Education, 1976-77: An Evaluation.* **Los Angeles: Los Angeles Unified School District, Division of Career and Continuing Education, 1977.**

This evaluation of a program implemented by the Los Angeles Unified School District from 1972 through 1977 was done by a professor from California State College at Los Angeles. It carefully describes the Aides to Career Education Program, the purpose of which was to provide assistance to disadvantaged students in vocational education courses through instructional aides employed to improve the educational performance and to enhance the employment potential of these disadvantaged students.

Questionnaires completed by the 375 aides involved in the project during 1976-77 provided their judgments of the program's effectiveness. They indicated that their major contributions were in the area of vocational, affective, and academic skills. Ratings of most aspects of the program were positive, ranging from 3 to 4 on a scale from 1 (low) to 4 (high).

Teachers also responded to questionnaires relating to success of the ACE program, most frequently citing as benefits individual assistance to students (especially the slower ones) and the release of the teacher for increased instruction.

Questionnaires were also given to administrators of schools where aides were assigned during the 1976-77 school year. Ratings were found to be high, from 3 to 4 on the 4-point scale, with communication between the program and school staffs and parents continuing to be the area of most concern.

Responses to open-ended questionnaires by 3,117 students involved in the program showed ACE aides to be very effective in helping students improve vocational skills as well as reading and/or math skills in the vocational classes.

Career education personnel in large urban areas with many disadvantaged students needing vocational training will find this publication helpful.

CROWE, MICHAEL R., and ADAMS, KAY A. *The Current Status of Assessing Experiential Education Programs.* **Columbus, Oh.: The National Center for Research in Vocational Education, 1978.**

This report brings together a composite of evaluation findings that were derived from national evaluations of experiential education programs—Experience Based Career Education, Career Intern Program, Executive High School Internships Program, Cooperative Education Programs, and CETA's Neighborhood Youth Corps Program. The report re-examines the evaluation findings in order to synthesize findings for the purposes of identifying evaluation problems, successfully measured variables, and successful evaluation strategies.

The authors developed three frameworks for the purpose of comparing and describing the goals, outcomes, and key features of the experiential education programs. Using the frameworks as the means of analyzing the evaluation findings resulted in the identification of six problem areas associated with evaluating experiential education programs: (1) Evolving objectives, (2) Skirting important outcomes in evaluations, (3) Lack of control over the learning experiences, (4) Insensitive measurement tools, (5) Subtle effects of the programs in affective areas, and (6) Over emphasis on classical research. The report concludes that there is still much research required to answer the perennial question of program effectiveness.

CROWE, MICHAEL R.; BECKMAN, CAROL A.; and WALKER, JERRY P. *Perspectives on Investigating the Consequences of Experiential Education: Symposium Proceedings.* **Columbus, Oh.: The National Center for Research in Vocational Education, 1978.**

The authors state that difficulties have been encountered when researchers approach the task of evaluating experiential education programs. People involved with the programs—students, coordinators, employers, evaluators—give enthusiastic testimony that students are affected in positive ways by their participation. The difficulty is that these positive outcomes are not being substantiated with traditional, classical research designs that funding agencies request.

The authors therefore conducted a symposium to consider some fundamentally different options and approaches to investigating the consequences of experiential education programs. They provided four scholars from the disciplines of anthropology, economics, psychology, and sociology with a brief orientation to the programs, and then asked them to present papers on how they would approach this problem of proving positive outcomes.

The organization of the Proceedings follows that of the symposium. Following the Keynote Address by Richard Graham, (1) the author presented his/her paper, (2) small group discussions were summarized in a feedback session, and (3) a peer summation attempted to bring out the cogent points of each perspective.

Some of the ideas presented are (1) Extend the notion that luck or chance create critical incidents which cause major changes in a person's life and that an experiential program may be one of these critical incidents; (2) Improve the design of experiential programs within a context of career development theories; (3) Consider wages as a variable related to program outcomes; (4) Improve direct observation techniques to further describe and understand relationships among participants; and (5) Examine the social structure.

CROWE, MICHAEL R., and WALKER, JERRY P. *Evaluation of the Executive High School Internships Program: Final Report.* **Columbus, Oh.: The Center for Vocational Education, 1977.**

The Executive High School Internships Program (EHSIP) provides an opportunity for high school juniors and seniors to learn about leadership as interns to executives. Annually, 2,500 students from 30 school districts in 19 states are executive interns. Serving as sponsors for the interns, the participating executives represent a broad spectrum of business and government agencies. Judges and attorneys, social service directors, hospital and government administrators are active in the program, as well as television producers and directors, newspaper editors, and research directors of scientific institutes.

Interns spend a full school term at their placement and work as administrative assistants without pay. Monday through Thursday they are immersed in the world of administration, learning how decisions are made and how organizations achieve their goals. Friday is devoted to seminars on management practices, administration, and decision making. In return for this learning experience, interns earn a full term of academic credit. The Program is directed by an EHSIP coordinator who has the responsibility of recruiting executives and students, conducting the seminars, and managing the day-to-day program operation.

The findings from this report are organized to answer the following questions: What is the nature of the EHSI Program? What are the effects of the EHSI Program on interns? What conclusions can be drawn about the effectiveness of the EHSI Program? What are the modes and processes by which EHSIP is diffused and adopted? How is the EHSI Program supported? What are some possible long-range effects of the EHSI Program?

The evaluation procedures consisted of pre- and post-tests of the interns and a control group, and questionnaires and interviews of program participants. An analysis of the students' test data did not reveal any statistically significant differences between the interns and the control groups. Other evidence, however, suggested that interns are achieving at least some of the objectives of the program. Interns, sponsors, parents, and coordinators felt that the program was having a positive impact on interns.

DAVIS, WALTER G. "The Elementary and Secondary Career Education Act of 1977." Statement before the Subcommittee on Elementary, Secondary, and Vocational Education of the House Education and Labor Committee, March 2, 1977.

Mr. Davis is the director of the Department of Education, AFL-CIO. In his statement Mr. Davis reaffirms the AFL-CIO tradition of support of efforts to link the worlds of work and education. Therefore, organized labor has followed the development of career education closely. From the perspective of organized labor, some aspects of career education have been positive and some have been alarming.

Positive outcomes of career education include helping to bring schools and the world of work closer and broadening student awareness of the many ways adults earn their livings.

Major concerns are the emphasis on early career choice and on-the-job experience; the inclusion of unpaid work experience and the failure to designate labor representation on the National Advisory Council of Career Education and the National Advisory Council on Vocational Education.

Finally, Mr. Davis cautions that career education cannot be expected to solve the youth unemployment problem. Youth unemployment can only be solved by increasing the jobs available.

DIEFFENDERFER, RICHARD A.; KOPP, LEE; and CAP, OREST. *Business-Industry-Labor Linkages, Handbooks for Improving Personnel Development Programs.* **Columbus, Oh.: The Center for Vocational Education, June 1977.**

This product contains eight resource handbooks produced under contract for the Ohio Department of Education and the U.S. Office of Education under provisions of EPDA Part F, Section 553. Included in this package are: (1) Staff Development, (2) Advisory Committees, (3) Cooperative Internships, (4) Personnel Exchange Programs, (5) Workshops, (6) Site Visits, (7) Resource Persons, and (8) Program Support. These topics were chosen from stated needs of respondents to a national survey of vocational teacher education departments. The Resource Handbook was prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments.

Development of the handbooks to improve vocational teacher education department, business, industry, and labor linkages, was guided by three basic objectives: (1) to identify various types and sources of appropriate information, (2) to describe ways to access and utilize selected resources, and (3) to organize and present resource information in a way that encourages its use. The handbooks are divided into sections including the Introduction (with Need Statement, Contributions/Benefits, Handbook Section Overview, and Developmental Objectives); the Approach (with Model Procedures and Planning/Preparation); Alternative Approaches; Administrative Details; Planning Notes; Selected References; and Resource Materials.

DOPP, JOAN, and NICHOLSON, ATHYLEEN. *Guidelines for Cooperative Vocational Education in Community Colleges.* **ED 061 440. Olympia, Wash.: ERIC Document Reproduction Services, 1972.**

Representatives from the fields of education, business, industry, labor, and government met in a three-phase Cooperative Education Workshop to establish common agreement on criteria and means of improving cooperative education in community colleges of the state. With emphasis given to feasibility studies, training agreements, legal implications, and philosophical views, this manual was developed as an aid to administrators and teacher-coordinators interested in implementing, evaluating, or developing cooperative programs.

Major sections of the manual are as follows:

1. What Is Cooperative Vocational Education?
2. Steps in Planning
3. Responsibilities of the Employer
4. Responsibilities of the Instructor-Coordinator
5. Legal Responsibility
6. Initiation and Maintenance of Good Public Relations
7. Evaluation of a Cooperative Vocational Education Program

Also included are several sample work forms used by the coordinator.

DOUGLAS, LINDA G. *Industry and Schools Cooperate in 15 Different Ways.* **Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969.**

The report presents a review of 15 training programs for the disadvantaged which the reviewers selected as exemplary programs linking schools and industry. These 15 were selected from over 60 programs identified in a nationwide survey. Selection of programs was based on two criteria. First, they had to meet a minimum level of excellence. Second, each program had to demonstrate a different program characteristic such as target population and program type. Six categories were used for analysis and selection of programs: disadvantaged in-school youth, school dropouts, hard core unemployed, company employees, prospective employees, and school counselors.

The information is presented in a format to make it particularly useful to persons considering establishing similar programs. While the publication is somewhat out of date, the industries reviewed are still active in school and work programs.

DRIER, HARRY N.; HARTZ, JOHN D.; and STEIN, WALTER. *State of the Art Review: A Comprehensive Review of the Strengths and Limitations of the Rural Home, School, and Community for Improved Career Guidance Programs.* **Columbus, Oh.: The Center for Vocational Education, 1977.**

This review summarizes the strengths and limitations of the rural home, school, and community and investigates the available and desired career guidance programs and services imperative for the rural setting. This perspective is provided to help educational and community leaders in rural areas analyze their present guidance programs and to conceptualize program changes.

One section of the document describes the rural community in general and how it influences the career development of rural youth. Other chapters describe community-based career guidance activities and how the rural community is involved in the school's program.

DUARTE, S. R., and LUNG, J. E. *Bilingual Curriculum and Instructional Program for the Disadvantaged, An Evaluation, 1976-77.* **Los Angeles: Los Angeles Unified School District, Division of Career and Continuing Education, 1977.**

This terminal evaluation report describes the Bilingual Curriculum and Instructional Program for the Disadvantaged conducted by the Los Angeles Unified School District, Office of the Programs for the Disadvantaged in Vocational Education. In compliance with a commitment made by the district in their application for funds, the evaluation was carried out by a third party, two consultants with Manpower Training, not previously associated with the program.

The purpose of the project was to provide bilingual vocational education supportive services for those non-English and limited-English speaking students enrolled in district vocational programs who were not succeeding because of the language barrier encountered in the classroom. Major elements of the supportive services, as outlined in the proposal, included placing bilingual instructional aides in the classroom under the supervision of certificated personnel providing commercially produced vocational education books, films, filmstrips, and cassettes; providing translating services for materials not available commercially; and providing bilingual training in simulated employment interviews.

This evaluation consists of a project overview including background, project description, implementation, objectives, and evaluation design. It describes schools served, students served, bilingual aides, preservice and in-service training, development of instructional materials and project impact. According to opinions gathered from aides, administrators, and students involved in the project it was effective in improving the vocational skills of the students, improving their academic skills, reducing the dropout rate among them, and improving their attitude toward employment.

This report contains practical information on setting up and evaluating a vocational program for a minority secondary school population and should prove useful to urban school districts considering similar projects for their non-English speaking vocational students.

DURAND, JOHN; NELSON, HOWARD; and O'BRIEN, JEANNE. **"Handicapped Become First-Class Citizens at St. Paul's OTC."** *School Shop* **32 (1973):32-35.**

The authors, all administrators of St. Paul, Minnesota's Occupational Training Center, have prepared a comprehensive description of that unique facility which serves only handicapped youths and adults. The Center is an incorporated nonprofit institution, initially conceived from a belief that handicapped people can be trained fur useful employment, can develop a high level of self-sufficiency, and, as a result, can live as full-fledged citizens.

The handicaps afflicting the Center's trainees are diverse, including mental retardation, emotional disturbance, auditory deficiency, visual handicaps, defective or impaired speech, orthopedic difficulties, health handicaps, and mental deviation. They also include behavior deviations, functional retardation, pseudo-retardation, learning disability, social disturbance, and institutional dehumanization. Few trainees have single handicaps; most often there are several conditions of varying degrees of severity.

The problems the staff encountered were the following: (1) lack of training programs in job market skills; (2) lack of knowledge of employment opportunities on the part of the staff; and (3) lack of experience with and nonacceptance of the handicapped on the part of industry. The success the Center has achieved in overcoming these problems is a result of changes in the trainees themselves through OTC participation and a major adjustment by local industry which has adapted its production processes to accommodate these people.

At the Center emphasis is placed on establishing the proper attitudes needed in an industrial setting. Job skills are developed through the occupational development plan. Beginning with the work atmosphere, the OTC staff builds attitudes and habits which the client will need when he leaves for employment. Through units of related instruction, OTC helps prepare the trainees for constructive use of their leisure hours. Grooming, desirable personal and social attitudes, wholesome community relationships, and employer expectations at home and on the job are among the subjects covered in individual sessions.

Several case studies including descriptions of typical trainees at the beginning and end of Center training make this article useful to administrators planning programs for the severely handicapped.

EISNER, ELLIOT; SCHWAB, JOSEPH; and WALKER, DICKER. *Career Education: The State of the Idea and Its Prospects for the Future.* **Palo Alto: Stanford University, 1974.**

This report prepared for the Career Education Division of the National Institute of Education, describes different career education purposes and programs; examines published reactions to these programs by educators and laypersons; and proposes a coherent set of purposes and programs.

The report deals with all phases of career education, from many different points of view, and contains material relevant to experiential learning in the following areas: (1) guidelines, (2) curricula, and (3) preparation of students for life in our society.

FAIR, GEORGE W. *Vocational Education Programming for Special Education Students in Texas.* **Dallas: Texas Education Agency, 1976.**

This publication contains the final report of a study assessing the status of vocational education programs for handicapped school-age students in the state of Texas. Its specific objectives, as outlined in the Proposal for Research Project in Occupational Education, were as follows:

1. To determine the number of special education students enrolled in regular and special vocational education classes during the school year 1974-75
2. To determine the number of special education students successfully completing regular and special vocational education classes during that school year
3. To determine the number of special education students referred to vocational admission, review, and dismissal committees, as described in the Administrative Guide and Handbook for Special Education with the committee recommendations

4. To determine the reasons why special education students have not been enrolled in regular vocational education programs

5. To estimate the number of special education students eligible but not enrolled in vocational education programs because of the lack of classes

6. To estimate the type of services and/or programs needed to enable more special education students to enroll in regular and special vocational education classes

The project director designed a two-part approach for carrying out the objectives of the study: (1) four different questionnaires to be completed by school districts and (2) on-site interviews with school district personnel in 20 districts.

Part I of the report focuses on data obtained from the school district questionnaires, Part II focuses on information obtained during 17 two-day visits to independent school districts across the state, and Part III of the report, the Executive Summary, represents the combined efforts of the project director and assistant director.

FERRIN, RICHARD J., and ARBEITER, SOLOMON. *Bridging the Gap: A Study of Education-to-Work Linkages.* **New York: College Entrance Examination Board, 1975.**

The report is the result of a yearlong study conducted by the College Entrance Examination Board for the National Institute of Education. The purpose of the study was to develop a framework for studying education to work transition, to document the variety of existing linkages, and to offer proposals for improved or new mechanisms. Within that general area the specific linkage between education and occupation was selected. This delineation led to a focus on secondary and postsecondary education. Finally, the study focused on linkages designed to affect persons through institutional change rather than through an individual based mechanism such as counseling. California, Florida, New Jersey, and Ohio were the four states selected for intensive study.

The study proposes that participation is the most desirable level of linkage between education and work. It maintains a dynamic tension to improve both institutions. Another finding was that educators were more concerned with bringing together the processes of work and school than in aligning the outcomes of school with the needs of the work world. The authors present recommendations to help educators improve the match between student competencies and employer needs. Further the study stresses that in addition to changing education, the work place must also be changed.

This report as well as its supplementary reports is an excellent resource for anyone attempting to link education and work. While the report itself is conducted according to a detailed analytic framework, it offers practical recommendations for action. The study also includes an extensive bibliography.

FOX, LYNN H. "Career Education for Gifted Pre-Adolescents." *The Gifted Child Quarterly* **20 (1976):262-273.**

Most children have very few opportunities to learn about the world of work, especially about professional careers that are not highly visible to the public. Intellectually gifted students are as likely to need career education and counseling as are less academically oriented students. The type of career education they require will be different, however. Yet, few programs have considered that problem.

In this paper a career awareness program developed by the Intellectually Gifted Child Study Group at the Johns Hopkins University and pilot tested in Baltimore City Public Schools is described. This program was unique in its efforts to combine the teaching of basic skills and mathematical concepts not typically included in the general elementary school curriculums with exposure of the students to professional mathematicians in small group situations.

The pilot program consisted of four mini-courses, one each in geometry, statistics, probability, and computer science. Twenty-four fourth, fifth, and sixth grade students (12 boys and 12 girls) participated.

The program proved to be effective in teaching mathematical concepts as well as increasing students' interests in scientific and mathematical careers. Project coordinators hope to continue it and expand it into other areas besides mathematics.

FRANKEL, STEVEN M. *An Assessment of School Supervised Work Education Programs.* **ED 081 998. Santa Monica: ERIC Document Reproduction Services, 1973.**

This document is an executive summary of the significant findings, overall methodology, and policy recommendations for the Assessment of School-Supervised Work Education Programs. It consists of material contained in the Data Analysis Report together with a description of the analysis model developed for each respondent group. Individual predictor items are related to outcome measures by cross tabulation and are tested for statistical significance and strength of association in order to determine which program components have a major impact on program success.

FREEBERG, NORMAN E. "Criterion Measures for Youth-Work Training Programs: The Development of Relevant Performance Dimensions." *Journal of Applied Psychology* **61 (1976):537-545.**

An empirical approach to criterion development was applied to outcome measures for work-training programs serving disadvantaged adolescents. Performance criteria at program completion and 40 measures obtained six months following training were factor analyzed to define their relevance within a dimensional structure. Four program completion factors were readily interpretable (e.g., training program adjustment, work motivation, social-personal success and satisfaction, job search motivation). Relevance of the completion criteria was also determined from their predictive relationships with the postprogram measures. Uses of the multidimensional aspects of a criterion domain as a basis for setting priorities in selecting criterion variables are discussed.

FREEBERG, NORMAN E., and REILLY, RICHARD R. *Development of Guidance Measures for Youth Work Training Program Enrollees.* **ED 056 067. Washington, D.C.: ERIC Document Reproduction Services, 1971.**

Outcome variables, used in evaluating youth work training programs, were incorporated in questionnaires administered to present and former Neighborhood Youth Corps enrollees and then analyzed to determine their suitability as criteria measures. Using a factor-analytic technique, empirically defined clusters were identified as outcomes immediately available and outcomes of a longer term nature. The most logical groups of criteria sources were found to be former enrollees with full-time employment experience. Relatively clear patterns of job-oriented capability and success were dominant as were two separate factors bearing on personal adjustment to the job and the community. Some descriptive highlights concerning the vocational behavior of former trainees are presented. Future research needed for better definition and understanding of program objectives is discussed.

FREEDMAN, MARCIA. *The Process of Work Establishment.* **New York: Columbia University Press, 1969.**

Dr. Freedman's pilot study reported in this monography was supported by research funds from the Manpower Administration of the U.S. Department of Labor. It was undertaken as one of an ongoing series in manpower utilization by the Conservation of Human Resources Project at Columbia University, under the direction of Eli Ginsberg.

A critically important group, young men who are high school graduates or dropouts, is the subject of the study, which focuses on the processes whereby they gain entry and later make a place for themselves in the labor market. This population, although the largest single group of entrants into the labor force, is the group about whom the least is known.

The study is exploratory in that the investigator limits herself to studying five firms in a large metropolitan labor market—two utilities, two department stores, and an auto assembly plant. Dr. Freedman found that personnel records contained sufficient data for a first effort at delineating the process by which young men become established at work. After summarizing the worker's experience prior to his present job, the author describes how different firms attract different types of young men. She compares those still employed with a sample of those who have left their jobs. The assumption that those who have left are inferior is not valid in many cases, since some left for better opportunities elsewhere.

Another important finding, relative to problems minority youth face in finding a good first job, is the critical role of relatives and friends in the referral of seven out of ten young workers. If families of minority youth are unemployed or underemployed, these youth face great difficulty in locating a good job.

The study raises some questions about whether educational achievement is really a prerequisite for employment. Findings reveal that, in general, the jobs these workers hold after several years with the company do not utilize all their academic background. More critical to their progress is the specific skill training acquired in school, in the military, and at work.

Having determined how certain workers get established in work, Dr. Freedman raises some basic questions in her concluding chapters to problems different groups of young workers face in becoming established and what society can do to enable many with deprived backgrounds to get a firm footing in the world of work.

GIBBONS, MAURICE. "Walkabout: Searching for the Right Passage from Childhood and School." ***Phi Delta Kappan*** **55 (1974):596-602.**

The author reflects on an American adolescent's passage to adulthood in our own society, as contrasted to an Australian aborigine adolescent's passage to adulthood by means of a walkabout—six months alone in the Australian outback testing his survivsl skills. The author gives a rationale to justify his idea that American adolescents need some kind of "walkabout" to smooth their passage from youth to adulthood. He states the model should be experiential; a challenge which extends the capacities of the student as fully as possible; a challenge the student chooses for himself/herself; an important learning experience in itself and appropriate as a transition experience. He describes possibilities which would meet five basic challenges: adventure, creativity, service, practical skill development, and logical inquiry. He also points out potential problems including inequality of resources among students, risks, negative competition, apathy, and accounting for differences in ability. Suggestions for resolving these problems are included. Close communication and cooperation among students, parents, teachers, and other community members is considered vital.

GOLDHAMMER, KEITH; GARDNER, R.; HEILMAN, C.; LIBBY, R.; MOKMA, A.; and RIETFORS, G. *Experience-Based Career Education: A Description of Four Pilot Programs.* **ED 118 833. Washington, D.C.: ERIC Reproduction Service, 1975.**

The report describes Experience-Based Career Education (EBCE) through examination of the concept as practiced at pilot programs in four initial communities. The first chapter discusses the creation of EBCE, identifies four crises to which schools must respond, defines EBCE, and describes program goals and characteristics. The next four chapters are brief descriptions of the programs including goals, components, and general outcomes. In the Appalachia Educational Laboratory program in Charleston, West Virginia, high school students obtain academic credit through direct experiences in the community. The Far West School in Oakland, California provides direct experiences to prepare tenth through twelfth grade students for entry into the adult world and high school graduation. Community classrooms, individualized learning, and community experiences for Career Education are part of the program in Tigard, Oregon. The Academy for Career Education, a part of the Philadelphia Public Schools, includes career guidance, basic skills, and a career development in its program for high school students.

GONZALES, RAYMOND R. *Tri-Cultural Vocational Exploratory Career and Work Experience Education Program.* **Interim Report, Exemplary Project in Vocational Education Conducted under Part D of Public Law 90-576. Bernalillo, N.M.: Bernalillo Public Schools, 1972.**

The report is divided into four sections: Section I gives the summary, focus, goals and objectives, design and procedure, and result and accomplishments of the project. Section II gives the independent evaluation; Section III, the conclusion and bibliography; and Section IV, the appendixes, including forms used, map of the district, and project positions. The report covers the first year of the program.

Bernalillo School District has a predominance of large families, high unemployment, low educational achievement, and low family purchasing power. Five Pueblo Indian reservations are located within the district. About 50 percent of the student population are from the reservations, 40 percent are Spanish surnamed, and 10 percent are Anglo.

Objectives of the program include placing a majority of students who leave the secondary schools in jobs; developing positive attitudes toward work; improving business community attitudes; placing students in vocational training programs; increasing occupational awareness; increasing job entry knowledge and skills; expanding vocational education to K-12; placing disadvantaged students; reducing school absenteeism, truancy, failures, discipline problems, dropouts; and attracting and holding industry. The report details how these objectives were addressed, whether they were met, and recommendations for improvement.

GOODMAN, PAUL, and SALIPANTE, PAUL JR. "Organizational Rewards and Retention of the Hard-Core Unemployed." *Journal of Applied Psychology* **61 (1976):12-21.**

This article examines the relationship between a set of organizational rewards and the retention of the so-called hard-core unemployed (HCU). The basic theme in this research is that the HCU worker operates in a complex social system and that changes in HCU behavior are related to many variables. The significance of this research is first, rather than focusing on how to change the HCU worker to fit into a job, the article discuss how organizational characteristics affect retention. Second, pay, job status, promotions, and job security are considered as factors affecting retention. Third, rather than a cross-sectional, single firm design, this study includes a sample of 114 firms. Lastly, hiring and retention of the HCU worker *and* organizational behavior are discussed. Based on the relative effects of program and organizational characteristics, recommendations are made for increased emphasis on organizational factors in developing strategies for employing the HCU.

GRANGER, JAMES C., ed. *Abstracts of Selected Cooperative Adult Education Programs.* **ED 122 123. Columbus, Oh.: ERIC Document Reproduction Services, 1975.**

Second in a series of five, this document presents abstracts of 29 cooperative adult-education programs across the nation. The format of each abstract includes the following information: (1) cooperating parties—private industry and state educational agency; (2) cooperative-type activity provided by each party; (3) purpose—overall purpose and area of focus; (4) participant characteristics; and (5) abstract information—program overview, areas of concern, and additional information.

The cooperative adult-education project focused on the area of industry/education cooperation, with the main concern being not to evaluate existing programs but to use them as a guide to determine what type of programs should exist.

Parameters which defined programs for inclusion in the study included: (1) cooperation between private business or industry, and a state educational agency; (2) contribution of at least one of the following by each organization—direct funding, participant- or teacher-release time, intensive planning, adequate facilities, and equipment or materials; (3) adult participation; and (4) program focus on job-skills training, basic education, computational skills, writing, speaking, or English as a second language. Of the 29 programs described, 21 are in-plant programs offered for employees only.

GRANGER, JAMES C.; MOORE, ALLEN B.; and WINKFIELD, PATRICIA W. *Discussion of Industry-Education Cooperation for Adult Learning.* **ED 122 126. Columbus, Oh.: ERIC Document Reproduction Service, 1975.**

Fifth in a series of five, the document identifies and discusses some important issues relating to cooperative adult education programs. Issues under consideration include: (1) scope of cooperative education for adults; (2) cooperative adult education and work; (3) why do industry and education cooperate?; (4) who benefits—who pays?; (5) the industry view; (6) public support of cooperative programs; (7) conflicting agency goals; (8) agreements; (9) the union role; (10) program committees; (11) leadership in cooperative programs; (12) staff backgrounds; (13) location of cooperative programs; and (14) developing inter-agency contacts. These issues and discussions are not intended to provide exhaustive coverage but rather to present initial ideas to be considered in the development and planning of cooperative adult education programs.

GUDENBERG, KARL A. *On Developing Community Work-Education Councils.* **Washington, D.C.: National Manpower Institute, 1977.**

This ten-page paper represents the author's thoughts on the development of community work-education councils including the importance of climate of receptivity to the council concept, balanced representation on a council, council organization, goal formulation, and ongoing issue discernment.

The author is a Program Officer at the National Manpower Institute, working primarily with the Work-Education Consortium Project, which is offering assistance to communities operating work-education councils. The councils are intended to bring together community representatives and other community organizations for the purpose of helping young people move between school and work. The Project is funded by the U.S. Department of Labor and operates in consultation with the Federal Interagency Steering Committee on Education and Work, made up of representatives of the Departments of Labor, HEW, and Commerce.

GUERRA, ROBERT S., and SCHULMAN, SAM. *Black Youth and Occupational Education in Texas.* **Houston: Center for Human Resources, University of Houston, 1974.**

This report is the first of five published by the Center for Human Resources under a grant provided by the Division of Occupational Research and Development of the Texas Education Agency entitled "Vocational Education in Texas High Schools: An Ethnic Comparison."

Part I describes the framework: project goals and objectives, general methodology, description of target populations, and the organization and phasing of the study. Part II contains an analysis of the characteristics, attitudes, aspirations, and problems of the black high school students interviewed in 23 high schools located in key metropolitan areas and communities in east Texas. It also summarizes two other questionnaires and interviews administered to a limited number of black parents with children in vocational programs and a small sample of black students who left school by graduating or dropping out. Part III gives other project findings gathered through interviewing school personnel, community people, and employers. Part IV is a summary of the findings and a discussion of the implications.

It is hoped that these research efforts will reach and aid those persons charged with providing quality education to all young people, and hopefully help to alleviate a few of the many problems facing black youth in Texas.

GUZZARDI, WALTER. "Education for the World of Work." *Fortune* **(October 1975):124-129.**

Some of today's teenage unemployment can be blamed on poor connections between schooling and jobs. In many communities businesspeople are collaborating with educators to bring the two worlds closer together. The collaboration will not be easy. The educational institution is heavily bureaucratized, bound to the methodology of the past, and slow to adjust to emerging needs, while the business institution has not yet fully recognized its stake in educational processes, nor the many ways in which it could strengthen them. Both sides lack confidence in each other. Still, the beginnings of collaboration are there.

This is the first in a series of articles in which *Fortune* examines the new ways in which businesspeople and educators are working together at the critical interchanges between education and work. These innovations begin at the elementary school level, where in many school systems around the country the curriculum is infused with "occupational awareness." Even that early in the educational process, business is participating through the Joint Council on Economic Education, a combined effort of business, labor, and education, which awards scholarships to elementary school teachers around the country to enhance their understanding of the American economy.

The most critical juncture comes when teenagers make the difficult transition from school to work, and it is there that the greatest joint effort by business and education is going on. The decline in college enrollment and the reduction of the armed forces mean that teenagers are flocking in unprecedented numbers into the work force, and the high rates of unemployment among them (particularly among blacks) have made educators and employers aware of the vital need for a combined effort to combat this condition.

GUZZARDI, WALTER. "The Uncertain Passage from College to Job." *Fortune,* **January 1976, pp. 125-129.**

The author discusses the present disparity between the rate at which we produce college graduates and the capacity of the economy to absorb them. For the new degree holder, the transition from education to work, once negotiated so easily, has become a passage threatening to expectations and self-esteem.

To enhance the fading value of a degree, educators are looking for new ways to teach "salable skills." They are getting help from business, in the form of cooperative-education programs, with the student alternating between study on campus and work away from it. Recently, the number of colleges offering cooperative education has multiplied, increasing from 70 to 97 in 15 years. Reasons for the increase include the state of the job market, plentiful federal funding for initiating co-op education programs, and spreading doubt about the wisdom of the "lockstep" of four years of high school, immediately followed by four years of college.

A prototype of the successful co-op education program, that of Boston's Northeastern University, is described in detail. The university runs year-round, on quarterly cycles, with students alternating between class and work. Thirty-four faculty members work full time as placement officers in their own fields of specialization, keeping in touch with the needs of some 3,500 organizations. At the time of this writing Northeastern had 4,000 full time students at work on paying jobs in their fields of major interest, and 8,000 on campus. Under this system, five years are required to earn a degree.

The special problems of liberal arts graduates, who are increasingly without jobs, are being addressed by Alverno College, a Catholic women's school in Milwaukee. With the help of the Wisconsin Telephone Company and an innovative student-assessment center, the college is now turning out graduates with skills far more marketable than those of conventional liberal arts majors.

Attention is given here to Bowling Green State University in Ohio where direct accommodation to the job market is made. Soon after its president perceived an increasing demand for those trained in the health field, the university founded a College of Health and Community Services. By its third year, almost 1,000 students were enrolled in such courses as nursing, social work, and law enforcement—fields in which "jobs are wide open." In addition, Bowling Green is participating with the nearby Owens-Illinois Company in a pedagogic experience designed first to identify and then to inculcate in students the attributes of an effective business executive.

HALPERN, ANDREW S. *The Impact of Work/Study Programs on Employment of the Mentally Retarded: Some Findings from Two Sources.* **Working Paper No. 61. ED 104 080. Eugene, Or.: Rehabilitation Research and Training Center in Mental Retardation, University of Oregon, ERIC Document Reproduction Service, 1972.**

This study investigates the impact of prevocational programs on the employment status of two groups of educable retarded pupils in Oregon work experience programs (N = 49 and 59). The findings showed that graduates of work experience programs were more successful in finding employment. These findings are corroborated by a post-hoc evaluation of national work-study projects in which fully served clients were involved.

HARRIS, EDWIN F. "Making Every Opportunity." *Manpower* **4 (1972):36-40.**

This article describes the first decade of the work of MAOF, the Mexican American Opportunity Foundation, an organization in east Los Angeles which has helped thousands of Chicano youth escape from poverty and alienation.

From a small initial on-the-job training project involving 400 unemployed Mexican Americans, MAOF has broadened its manpower efforts. A variety of activities are now included: (1) a youth-apprenticeship program, under which Mexican American youth are recruited and prepared to enter apprenticeship training in the skilled construction trades; (2) a contract to find employment in private industry for the hard-core disadvantaged under the Manpower Administration's Job Opportunities in the Business Sector (JOBS) Program; (3) Jobs Now, a project which seeks to develop and identify jobs into which experienced workers can be placed immediately; (4) New Careers, a Manpower Administration program designed to prepare the disadvantaged for jobs in human service fields within government and nonprofit agencies, and to secure their placement in such jobs.

At the time this article was written there were over 800 clients waiting to enroll in the New Careers Program alone. Extensive training and retraining is required since MAOF makes little attempt to screen applicants except on the basis of need and many of the young adults lack the simplest skills in English conversation and skills, composition, in computation, and in human relations.

Probably the most successful of MAOF's training programs is New Careers. It offers an opportunity for the disadvantaged to combine work and education in a program tailored to individual needs and abilities. Selected applicants embark on a work study program that usually takes up to two years to complete and leads to a permanent job in the field of human services. The training is for jobs in fields where shortages exist—health, education, law enforcement, child care, corrections, mental health, and recreation. New Careerists get on-the-job experience three days of each week and spend the remaining two days in the classroom where mornings are devoted to remedial education and afternoons to courses such as sociology, psychology, and Chicano history at local community colleges.

Vital supportive services are provided by MAOF staffers or by government or community agencies.

HARRIS, JAMES N., and SHERARD, AUSTELL O. *Work Experience Programs in Trade and Industrial Education.* **ED 017 727. Washington, D.C.: ERIC Document Reproduction Service, 1967.**

This documentation is a report on a workshop to promote and expand cooperative work experience by informing teacher educators, coordinators, supervisors and other interested persons of the potential and opportunity for student motivation and maturation that are inherent in the effective utilization of the cooperative work experience concept. Topics discussed include: (1) need for promoting cooperative work experience situations; (2) methods for evolving an effective program; and (3) evaluation of programs.

HAVIGHURST, ROBERT J., and DREYER, PHILLIP H., eds. *Youth.* **Chicago: University of Chicago Press, 1975.**

This is the seventy-fourth yearbook of the National Society for the Study of Education. It is composed of 18 chapters, written by various authors, which explore the problems of youth from adolescence to maturity in the 1970s and 1980s.

Two chapters are relevant to experiential learning: "Youth and the Meaning of Work" by Robert J. Havighurst and David Gottlieb, and "Youth and Experiential Learning" by Richard Graham. These articles compare present and past attitudes toward work; they also discuss the state of action-learning today, including the problems of matching the needs of the individual to the structure of a job.

Other chapters in the book cover sociological and psychological aspects of adolescence.

HEDGES, JANICE N. "Youth Unemployment in the 1974-75 Recession." *Monthly Labor Review* **99 (January 1976):49-56.**

This analysis of youth unemployment covers both teenagers, who have exceptionally high unemployment, and those in their early twenties, who also have difficult problems of labor force adjustment. It attempts to put youth unemployment in perspective, both in relation to the recent past (from 1967 to 1973) and to what happened to older workers during the recession of 1974-75.

The study is based primarily on data from the Current Population Survey, conducted by the Bureau of the Census for the Bureau of Labor Statistics. The time period on which it focuses is from the fourth quarter of 1973, when the overall unemployment rate reached a cyclical low of 4.7 percent, to the second quarter of 1975, when the rate rose to 8.9 percent.

HEERMAN, BARRY. *Experiential Learning in the Community College.* **Topical Paper No. 63. ED 140 901. Los Angeles: ERIC Document Reproduction Service, 1977.**

This study argues the need to incorporate many types of experiential learning into the two-year college education program. According to the study, to accept the idea that learning takes place in locations other than the college campus is one thing, but to provide opportunities for such education is quite another. Specific requirements for a sponsored-learning program include careful planning, systems design, energy, enthusiasm, and the knowledge, skills, attitudes, and support of faculty, counselors, administrators, and other participants. However, the success of the program is by no means dependent on these factors alone.

HEYNEMAN, STEPHEN P. "Continuing Issues in Adolescence: A Summary of Current Transition to Adulthood Debates." *Journal of Youth and Adolescence* **5 (1976):309-323.**

This article reviews the reports of the major commissions on research and policy in adolescence convened in the last five years. In particular, the article reviews: Macleod (1973), Report of the White House Conference on Youth (1971), and the Panel on Youth (1973). The authors note that the reports are similar in tone and present a common set of policy concerns.

With respect to tone, the author notes four common features which differentiated recent recommendations from those of the early 1960s. Recent reports direct less attention solely toward the materially disadvantaged. Also they are more realistic in their treatment of the family and acknowledge that single parent families are a growing reality. There is less propensity to justify innovation in terms of monetary returns. Finally, rather than suggest expansion, recent reports suggest restrictions of the role of the school to the transferral of academic ideas and skills.

Concerning the discussion of policy issues and arguments, the author focuses particularly on the Report to the President of the Panel on Youth, also known as the "Second Coleman Report." At issue is the position that "youth be provided with alternatives to cognitive training in schools, and that psychologically essential to the transition to adulthood period is their participation in work and other social contexts." The author cites the writings of scholars who disagree with this premise. Some points raised by critics are that work is really boring, that it is questionable how pupils really profit from work experience, and that it is a tracking mechanism. Further critics point out that this alternative socializing environment, the work place, attracts differing racial and economic groups disproportionately.

Another area of discussion is what the socializing power of the schools really is. Critics suggest that those seeking to remove youth from the school setting assume that schools are a greater influence than is the case. Finally the author cites writers who question the continued emphasis on the educational needs of youth rather than on the community's need for real assistance.

HOOK, SIDNEY. "John Dewey and His Betrayers." *Change* **3 (1971):22-26.**

In this article Hook discusses the ways in which he feals John Dewey's philosophy is misinterpreted. One misconception is that because Dewey stressed the importance of freedom, he was therefore opposed to authority. Another misconception is the equation drawn between education and experience, the inference that any set of experiences can be substituted for formal schooling. Along with this misconception goes the belief that only the child is important, not the subject matter. The author criticizes the view that students are the best judges of their educational needs. He supports a view that qualified, professional educators should set forth the educational needs of students, while inviting critical response and respecting the students.

This article could be useful to an experiential educator as it reviews aspects of the philosophical considerations of experiential learning.

HOYT, KENNETH B., and HEBLER, JEAN R. *Career Education for Gifted and Talented Students.* **Salt Lake City: Olympus Publishing Company, 1974.**

This book is the result of the special interest of Dr. Sidney P. Marland in activities related to career education for the gifted and talented. It represents the final product and report of a grant from the U.S. Office of Education to the University of Maryland during the 1972-1973 fiscal year. The goal of the project, as stated in the grant award, was the development of materials to serve as curriculum guidelines in career education for gifted and talented students.

Chapter eight entitled "Exemplary Programs in Career Education for Gifted and Talented Students" reveals a paucity of functioning programs designed especially for this group and underscores the existing need for intelligent and coordinated effort in this field. The programs described in this chapter are illustrative programs past and present, and the models are valuable for revealing difficulties as well as challenges.

The wide diversity of existing programs reveals little similarity in objectives, assumptions, or populations, although more programs exist for the high school gifted student than for any other age group. The majority of programs, particularly in the arts and sciences, have been oriented in the university atmosphere. Funding is as diverse as the programs and often is the controlling factor in their continuation. Actually very little has been accomplished which can be described as a permeating career education focus for the gifted and talented which would accompany general education from kindergarten through the twelfth grade.

A number of programs in the arts and sciences are described in some detail here, for example:

1. Workshops for Careers in the Arts in the District of Columbia
2. Interlochen Center for the Arts and the National Music Camp affiliated with the University of Michigan
3. Summer Programs in Science Career Exploration
4. The Research Participation Program at the American University held each summer and funded by the National Science Foundation, NASA, and the U.S. Department of Agriculture
5. The Academic Year Research Placement Program conducted by Springbrook High School in Silver Spring, Maryland

In addition, four related programs not originally intended for the gifted and talented are discussed, since with a few minor alterations they could be used as patterns for other cities, school districts, or states interested in implementing career education programs for the gifted and talented: (1) Project TALENT of the California State Department of Education; (2) Project Opportunity, funded by the Ford Foundation and administered by the Southern Association of Colleges and Schools; (3) Children's Theater in Quincy, Illinois; and (4) Exploration Scholarships, initiated by the Explorers' Club and providing on-site summer experience in the natural sciences.

ILLINOIS CAREER EDUCATION JOURNAL *34 (Winter 1977):1-48.*

This issue of Illinois' quarterly journal is subtitled "Implementing Career Education." It contains ten articles directed to career educators working at grade levels one through twelve. Several of the articles are geared to teachers of the disadvantaged. Among these "Basic Education: Making It Work for the Vocational-Technical Student" and "Curriculum Development for Teaching Occupational Survival Skills" are of particular interest.

With recent government interest in vocational training for special needs students it is not surprising that the journal contains two articles directed toward this population. "Special students: Their Needs and Their Future" describes the nine local sites in Illinois known as The Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students. These sites offer many observation, open house, and workshop activities showing methods and techniques to others interested in implementing occupational education programs.

"Special Education's Dilemma—Integration of the Handicapped into Vocational Programs" explains that the goal of special education is not to create more vocational classes in the school system. It is to stress the need to individualize programs, express care and concern for the individual child and develop curriculum methods and materials compatible with the characteristics of the students so that they may be successfully integrated into existing vocational programs.

INGOLDSBY, BRON B., and ADAMS, GERALD R. "Adolescence and Work Experience: A Brief Note." *Adolescence* **12 (1977):339-342.**

In a brief article, the authors make the argument that while researchers such as McCandless agree that work experience is beneficial for adolescent development, little research exists which systematically tests the assumptions upon which these claims are made. The authors note that studies are underway to test the psychological impact of work in role model development of disadvantaged youth. However, results will not be available for a long time.

The article is useful as it raises the important point that many of the claims of how work relates to adolescent development are assumptions. Second, the article documents research which relates adolescent development and work.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT. *Industry and Education Study No. 2/Partnerships.* **New York: Institute for Educational Development, 1969.**

This report was written as one in a series prepared by the Institute for Educational Development to assist the business community and the schools in inner cities to find appropriate and constructive channels for uniting their talents and resources for the improvement of inner city education. This particular report reviews the experience at that time of 30 ventures called Partnership High School. Located in 20 cities and 19 states the partnerships represented: (1) an understanding or exchange of commitments, (2) between representatives of a corporation and an urban school, (3) to the effect that they will try to cooperate over a period of years, (4) in an organized group of projects intended to improve education in the school, (5) for the benefit of the students.

Specific projects included work study, job placements and career guidance, curriculum development, administrative and supportive services, community relations, facilities, health services, personnel development, and financial and material resources.

While this report is several years old it makes several observations which appear valid today. It notes that the perplexities in trying to invent new kinds of cooperation were underestimated, while the notion of partnerships was overestimated. The report offers several specific recommendations for how to start a partnership.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT. *Partnership High Schools: The Search for New Ways to Cooperate.* **ED 038 534. New York, N.Y.: ERIC Reproduction Service, 1969.**

A new phenomenon in American education is the working relationship in "high school partnerships," which commit a corporation and an urban school to cooperation over a period of years in an organized group of projects designed to improve education and benefit the students. To determine the problems, risks, and potentials of high school partnership programs, representatives of ten such programs were interviewed and given questionnaires to complete.

Although it is too soon to expect conclusive evaluation, some patterns have emerged which should prove valuable. This report covers: (1) history of the cooperative school; (2) what partnerships are; (3) what happens in a partnership; (4) how to start a partnership; (5) evaluation of the program; and (6) preliminary conclusions.

Appendix A includes a summary of projects in 30 partnerships, a catalog of companies and schools, a company agreement, a partnership plan, methods of study, an interview guide and a sample questionnaire.

JASTRAM, VIRGINIA C. *Work Experience Education: A Handbook for California Secondary Schools.* **ED 079 512. Sacramento, Calif.: ERIC Reproduction Service, 1972.**

Prepared by a statewide work experience advisory committee, this handbook is designed to supply administrators of work experience educational programs with current useful information. Included in the handbook are: (1) the nature, purpose, and history of work experience; (2) suggestions for developing a district plan and operating a work experience program; (3) the importance of cooperation among personnel, counselors, coordinators, and vocational education teachers; (4) the interaction of business, industry, and schools; and (5) federal and state laws and regulations affecting work experience education.

KAPLON, STANLEY. "Toward Teaching and Counseling Excellence: A Student Profile." *Teaching Exceptional Children* **10 (1977):18-23.**

The author, Work-Study Coordinator and Senior High School Special Education Department Chairman in Hamilton County, Ohio, describes a diagnostic instrument for evaluating educable mentally handicapped students in a work-study program in his area. The profile, the result of research involving a number of rating scales, was incorporated into the *Hamilton County Work-Study Model for the Educable Mentally Handicapped: Operational Guidelines for Administrators, Work Coordinators, and Teachers* (1971).

The purpose of the Student Profile is to evaluate student performance in basic occupational skills and attitudes. Based on knowledge of the student's total capabilities, placement in a work-study program can be accomplished successfully. The profile is designed as an expanded teaching and counseling tool to help the classroom teacher and the work-study coordinator plan for student development and growth toward individual and social sufficiency and competency. Moreover, it can form the basis for drawing up individualized educational plans for individual students.

The Profile can serve as an instrument to assess the evaluations of all people involved in the student's education, including the student's self-evaluation, an assessment that is so necessary because many professionals underrate the ability and potential of educable mentally handicapped students. After all of the evaluations have been completed, a total profile is collated and the work-study coordinator explains and interprets appropriate sections to the student.

A case study of a typical EMR work study student is included here. The Student Profile was filled out by the student herself who worked as an office helper in a small business; the office secretary, under whose supervision she worked; the teacher who evaluated her classroom performance; the work-study coordinator who evaluated her job and overall performance; and the parents who evaluated her performance at home.

There are nine sections of the Student Profile included: Section I A—Job Skills and Attitudes, Section I B—Skills and Activities Revealing Self-Concept and Influencing Job Performances, Section II—Performance Level, Section III—Academic Level, Section IV—Learning Profile, Section V—Psychosocial Behavior, Section VI—Significant Behavior or Condition, Section VII—Personal and Physical Appearance, Section VIII—Coordination, and Section IX—Physical and Working Tolerances.

KAUFMAN, JACOB, and LEWIS, MORGAN. *The High School Diploma: Credential for Employment?* **Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1972.**

This research paper was prepared at Pennsylvania State University by the Institute on Human Resources in June 1972.

The authors set up an experiment based on the issue of general education versus skill training. Three comparison groups were selected: one, the control group, consisted of high school dropouts who had received no additional education or training after leaving school; one, of graduates from the general curriculum; and one, from the vocational-guidance curriculum. The postprogram experiences of the groups were compared to provide an assessment of the relative value of a high school diploma versus skill training.

KEETON, MORRIS T., and ASSOCIATES. *Experiential Learning.* **San Francisco: Jossey-Bass Publishers, 1976.**

This book is based on the premise that much learning of value occurs outside formal schooling and that people who have acquired such learning should not be handicapped by credential-supplying agencies that fail to recognize this fact. A distillation of a set of theoretical papers commissioned by the Cooperative Assessment of Experiential Learning (CAEL), the book includes among its contributors university presidents, deans, and professors, and directors of foundations and institutes concerned with education. It is directed toward those leaders who are shaping the curricula and quality of institutions of higher learning and who may be making decisions as to whom the institutions will serve.

In part one, the contributors address first how our society developed its present postsecondary learning options and credentials and the role of experiential learning in improving them; in part two, they provide an analysis of experiential learning; and in part three, they address the assessment of suggesting ways to improve assessment practices and the standards necessary for their improvement.

Chapter eight by Paul Barton, staff director of the National Manpower Institute, is entitled "Learning Through Work and Education." It expresses views gained from work in the development of an education-work policy, the results of which appear in *The Boundless Resource* by W. W. Wirtz. Two groups of workers are described: the inexperienced graduate and the experienced adult. Barton recommends giving educational recognition to experiential learning, and facilitating the movement of adults from work to education.

KEMBLE, EUGENIA. *Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues.* **Item QP–17. Washington, D.C.: American Federation of Teachers.**

This paper, published as a brochure available from the American Federation of Teachers National Headquarters, presents the position of the AFT Task Force on Educational Issues on "Career Education." The fundamental concern which is elaborated in reference to the debate, literature, and activity occurring in the name of career education is captured in the paragraph:

> No one would deny that education and work are related. The real issue is what form any advocacy movement to increase that relationship takes. Whose interests does it serve. . .? Educational policy that emerges from the "education and work" theme could add significantly to educational enrichment of our nation's youth or it could diminish their work possibilities and narrow their horizons. (page 2)

To elaborate the nature of this concern the paper reviews the historical evolution of career education, looks at ongoing career education programs and examines the assumptions behind agreements in support of career education.

KIMBRELL, GRADY, and VINEYARD, BEN S. *Strategies for Implementing Work Experience Programs.* **Bloomington, Ill.: McKnight Publishing Company, 1975.**

This book is attractively organized in a workbook style. The authors define work-experience education as many different educational programs in which high school and college students participate in work activities while attending school concurrently or alternately. They identify three types of programs: exploratory, or career guidance; general, or part-time work not necessarily related to occupational goals; and vocational, or specific occupational preparation. There 12 practitioner targeted sections: What, Where, and Why Work-Experience Education; Preplanning for a New Program; Developing Program Policy; Public Relations; Related Instruction; Career Development; Evaluation, Follow-Up, and Reporting; Funding Work-Experience Programs; Legal Responsibilities; Management and Paperflow; Elements of Outstanding Programs; and Bibliography.

It appears that this book would be very helpful to someone initiating a work experience program because it covers such a wide range of the topics involved in establishing a program.

KLAURENS, MARY. "Co-op Plan or Cop-Out Plan?" *DE Today: A Report to Marketing Educators* **5 (1971):12.**

The author, a professor of distributive education at the University of Minnesota, compares the DE program as originally conceived with that of the seventies. It began as a program for individuals who were already employed in distributive occupations. The teachers were recognized experts in some phase of marketing and distribution who wanted to share their expertise with others. Instruction was totally "relevant" because employers were involved in determining what should be taught, who should be assigned to teach, and who should be enrolled.

Distributive education in the seventies is vastly different from that described above. Today, educators are preparing people for entry, adjustment, and advancement in a wide range of distributive occupations. The students who enroll in the programs know little about the occupational field and in many cases are not employable because they lack the skills and attitudes needed to get a job.

Merely placing a student in a distributive job and limiting the teacher-coordinator's role to troubleshooting while expecting all the learning to take place on the job is not a co-op plan. The traditional and most obvious way to relate classroom instruction and on-the-job training is to plan work in the classroom that is related to the students' needs on the job. As a rule, the sequence in which the competencies are taught is arranged to serve the needs of the majority of the students in the class.

The other method of correlating classroom instruction with on-the-job experiences is to provide the student and the employer with some guidelines for applying principles learned in school to the job. The classroom instruction must still be relevant to the job—or the job must be relevant to the classroom instruction and to the student's capabilities, interests, and needs.

KNAPP, JOAN, and SHARON, AMIEL. *A Compendium of Assessment Techniques.* **New York: CAEL/Educational Testing Service, 1975.**

This publication provides a brief discussion of a number of assessment techniques described with sufficient information and references for the reader to determine whether a specific technique is suitable for his/her needs and then how to acquire more information about it.

The major categories of assessment techniques described are ordered on the basis of realism in the assessment situation and the source of data being evaluated. Each technique is presented according to the same format. *Description* identifies the mode of assessment, the kinds of materials used, and how the technique is administered. *Illustration* presents an example of how the technique could be used. *Development* outlines the procedures used in developing the technique. *Technical considerations* describes the technique's psychometric properties. *Evaluation* estimates the appropriateness of the technique for different kinds of learning, and *Reference* presents books, journal articles and published tests as resources. The assessment techniques presented are performance tests, simulations, assessment centers, essay examinations, objective written examinations, interviews, self-assessments, and ratings.

This document is an excellent resource for anyone planning or evaluating experiential education programs as well as anyone conducting assessments of experiential learning.

KNOWLES, ASA S., and ASSOCIATES, eds. *Handbook of Cooperative Education.* **San Francisco: Jossey-Boss, Inc., 1971.**

The purpose of this book is to acquaint educators and the general public with the philosophy, purposes, and advantages of the cooperative plan of education. Since it deals with this subject on the college level only, the chapters: "Admissions and Relations with Secondary Schools" by Gilbert C. Garland, "Professional Development of Women" by Harriet P. Van Sickle, and "Minority Students" by Lena M. McKinney are those most relevant to experiential learning for the younger student.

KOHNE, ANDREW I.; GRASSO, J. T.; MYERS, S. C.; and SHIELDS, P. M. *Career Thresholds: Longitudinal Studies of the Educational and Labor Market Experiences of Young Men.* **Columbus, Oh.: Center for Human Resources Research, The Ohio State University, 1977.**

The papers in this volume neither purport to analyze all aspects of the labor market experience of the young nor do they promise to exploit all the data collected in the surveys on which they are based. Rather, a limited number of topics have been selected that lend themselves well to longitudinal analysis, that promise to provide new insights into the labor market experience of male youth, and that have substantial bearing on the welfare of these youth. In addition, the papers are linked by an overall concept of the transition from adolescence to adulthood, taking social origins and innate endowments as the initial elements in a causal chain. In the chain, origins and endowment are linked to attitudes and goals, which, in turn, are precursors of decisions about schooling and other "investments."

Chapter one provides a plan of the volume, presenting the longitudinal data base and giving an overview of the five-year period (1966-1971) covered in the study. Chapter two explores the factors related to the levels of educational and occupational aspirations expressed by those who were in high school at the beginning of the five-year period. Chapter three analyzes the effects of various forms of investment in human capital on an individual's labor market position. Chapter four focuses on occupational mobility, in respect to drastic changes in major occupation and to the incidence and magnitude of occupational advancement during the target years. Chapter five, "Dimensions of Youth Unemployment," analyzes different types of job separation and then explores the incidence and duration of unemployment following each type of separation. Chapter six examines determinants and consequences of service in the armed forces during the Viet Nam era. Chapter seven provides a brief summary with conclusions by the senior author, Andrew Kohen.

KRAUCH, VELMA. "Fitting the Handicapped for Jobs." *American Education* **8 (1972):28-32.**

This article describes the career education program for handicapped pupils launched in 1968 by the Fullerton Union High School District in the Los Angeles area. The program is aimed particularly at training and finding jobs for three groups: the educably mentally retarded (those with IQs below the "normal" range according to standard testing and with learning difficulties, often accompanied by emotional problems); the educationally handicapped (those with average IQs afflicted with learning disabilities in clearly defined areas); and the orthopedically handicapped (those with physical disabilities, and in some cases, learning and emotional difficulties).

Of approximately 700 students in various special education classes throughout the Fullerton district, 250 are in Project Worker. Within the district there are three centers for the educable mentally retarded, 12 sections for the educationally handicapped, and one facility for the orthopedically handicapped. Classes are small and all have students of different abilities working at different grade levels.

When a student enters Project Worker, the staff makes a complete study of his/her abilities, aptitudes, and difficulties. Experts consult his/her school records, administer psychological and vocational tests, and discuss his/her condition with parents, teachers, and others who know him/her well. Then an attempt is made to match his/her special abilities and interests with a suitable job. The emphasis on job training does not mean, however, that academics are overlooked. If a student's weakness in a certain academic area would prevent his/her being hired, the staff works on strengthening that weakness in terms of the specific job he/she has selected.

When a student demonstrates job-readiness, he/she is placed in an on-campus job situation, sometimes with pay, sometimes without. After successfully proving himself/herself there, he/she moves to an off-campus job, generally during the last two years of high school.

The success of Fullerton's program is attested to by the superintendent who states: "Project Worker demonstrates that handicapped students can learn many different tasks, both manipulative and intellectual, when a program of learning is carefully prescribed for each individual. It demonstrates that equality of education is not the same program for all, but the best for each."

LaGUARDIA COMMUNITY COLLEGE. *A Model for a Comprehensive Career Educational Approach to Higher Learning.* **Long Island City: LaGuardia Community College, 1977.**

LaGuardia Community College of the City University of New York was established in 1971 as a career educational institution. The report reviews LaGuardia's objectives and accomplishments in career educational programming as it operated under a U.S. Office of Education contract from July 1, 1976 to September 30, 1977. LaGuardia's operational definition of Cooperative Education treats job performance, work value clarification, career exploration, and the reality-testing of concepts and skills learned in the classroom; i.e., a career educational concept of Cooperative Education. It has three major divisions, each bearing primary responsibility for the programmatic delivery of one of the three major career educational activities required of all students: (1) Student Services Division provides career exploration, (2) Instructional Division teaches career educational concepts and skills development, and (3) Cooperative Education Division provides internships to reality-test inputs of the other two divisions. Five chapters address activities prior to OCE contract, its objectives, developments during the contract, summary, and recommendations on the following topics: the Career Resource Center; cooperative education as the reality-test of career educational concepts and skills; involving the teaching faculty in career education infusion; education's collaboration with business, labor, industrial, and public sectors; facilitating the productive use of leisure time.

Volume two gives the tasks, activities and time frames corresponding to the attainment of contract objectives (six pages at end of volume one).

Volume three, not included, presents the results of outcome studies that were amenable to being conducted and completed during the contract period. It is available from the Project Directors.

LAMBERT, ROGER H. et al. *A Bibliography of Materials for Handicapped and Special Education.* **Second edition. Madison: Center for Studies in Vocational and Technical Education, 1975.**

This bibliography contains 1,621 references for materials related to vocational and technical education of handicapped students. Materials described are useful with students classified as mentally handicapped, learning disabilities, emotionally disturbed, physically handicapped, aurally and visually impaired, speech disorders, multiple handicapped, and delinquent.

Entries are coded by Office of Education Curriculum Codes and Educational Resources Information Center descriptors. Materials can be located by specific skills areas (communications skills), interpersonal and behavior coping skills development, agriculture, health occupations, and trade and industry). They can also be located by specific handicap (visually impaired, mentally retarded, chemically dependent, offenders, etc.), or by particular type of material (program development and administration, software instructional materials/devices), ancillary services, evaluation, research, and groups/organizations. Each citation usually contains information on title, author, publishers and address, binding and pagination for books, price, and information on films, cassettes, slides, and other nonprint materials.

LECONCHE, JOHN J. *An Exemplary Program Establishing Cooperative Distributive Education for Disadvantaged Youth.* **ED 118 917. Washington, D.C.: ERIC Document Reproduction Service, 1975.**

This project combines full-time and part-time on-the-job work experience with related programs of youth activities and classroom instruction, showing how the Connecticut State Equivalency Diploma may be acquired. It is aimed at serving young adults in Hartford who, upon leaving school before completing 12 years, are unable to obtain employment.

As of June 30, 1975, 18 of 25 enrollees have been placed in training stations; more than 60 have been interviewed and pretested; and more than 70 business contacts have been made. An advisory committee and a chapter of the Distributive Education Clubs of America (DECA) have been formed.

A sample of the interview questionnaire which is administered to the prospective program participant appears in an appendix. Also appended are lists of the participating business firms, membership lists of the advisory council and DECA members, testing data, and information concerning project meetings.

LEE, ARTHUR M. *Learning a Living Across the Nation.* **Volume 5, Parts 1 and 2. Flagstaff: Northern Arizona University, 1976.**

This annual report was prepared for the U.S. Office of Education and the National Advisory Council on Vocational Education. It reports on developments in numbers and characteristics of students enrolled and costs and results of current programs. Attention is focused on two major areas of concern: the design and implementation of a national data system for vocational education and the development of an occupational data system at the national, state, and local levels.

Especially relevant to the experiential learning study are the following segments: the teacher shortage in the field of vocational education; vocational students; school scheduling; and the weaknesses in current vocational education.

LESH, SEYMOUR. *The Nonprofessional Worker in Youth Employment Programs.* **New York: Center for the Study of Unemployed Youth, 1966.**

This report found that there is a substantial role for nonprofessionals in youth employment programs; that, given proper training and supervision, the nonprofessionals can perform the following duties: (1) gather information; (2) act as reception and intake worker; (3) assist counselors and teachers; (4) visit youth on the job; (5) recruit youth for the program.

Since the nonprofessional's background is often indigenous to the group being served, he/she has experienced most of the problems of the youth in that area. Therefore, he/she is able to communicate with those often considered unreachable by the professional workers, and can interpret for both. Bringing to the program a background of poverty, minority group membership and discrimination experience, he/she acts as a "bridge" between the professional and the youth being served.

LEVITAN, SAR A., and JOHNSTON, WILLIAM B. *Work Is Here to Stay, Alas.* **Salt Lake City: Olympus Publishing Company, 1973.**

This book examines what has happened to work in America during the present century and analyzes the attempt to change the nature of that work.

Of particular relevance to experiential education in the workplace are the sections on: (1) the meaning of work, (2) the changing nature of work, (3) the evolving quality of work, and (4) the future of work. For example, the authors note that available employment statistics can be used to arrive at very different conclusions about the future of work. Their deep analyses suggest that while the average work week and number of years a person works is declining, more people than ever are in the work force. They also note that in as complex a society as ours, attitudes toward work can change rapidly.

LEWIS, MORGAN V.; GLYDE, G. P.; McKEE, D. E.; and KOZAK, L. A. *School Supervised Work Experience Programs: Costs and Effects on Personal Development, Education, and Employment.* **University Park, Pa.: Institute for Research on Human Resources, 1976.**

This is a study of 33 secondary schools chosen from the 50 largest metropolitan statistical areas east of the Mississippi River. To be included in the study, a school system had to offer a school supervised work experience program for which students received academic credit. Students were divided into four categories: those currently in cooperative work experience programs, those in noncooperative vocational programs, former students (graduated in 1972-1974) who had pursued cooperative programs, students who had not been cooperative participants.

The study of cost-effectiveness revealed that, from a strictly short-range monetary point of view, investment in work experience programs is unjustified. Cooperative programs involved more expenditure per student, primarily because of the added costs of coordinators' salaries and travel expenses. Comparison of wages of co-op students and those on nonschool supervised jobs yielded no evidence that co-op participation increased earnings. However, investigators concluded that though co-op graduates do not immediately earn higher wages, other criteria indicate that the program achieves positive educational, developmental, and attitudinal objectives.

LOFQUIST, LLOYD H., and DAVIS, RENE V. *Adjustment to Work: A Psychological View of Man's Problems in a Work-Oriented Society.* **New York: Appleton-Century-Crofts, 1969.**

This book develops the theory of work adjustment and includes chapters on: (1) the meaning of work; (2) problems posed by work; (3) the work personality and environment; and (4) research on work adjustment.

It is of interest in the experiential field primarily for its discussions of vocational counseling and the criteria for placement of students.

LOS ANGELES UNIFIED SCHOOL DISTRICT. *A Guide to Work Experience Education and Employment Placement: A Program for Senior High Schools.* **Los Angeles: Los Angeles Unified Schools, 1969.**

The purposes of this publication are to ensure that services of work experience education are extended to enrolled students; to provide an operational guide for School and Work Experience Coordinators; and to make available to other school personnel information regarding work experience education. It should also be useful in presenting the program fundamentals to community leaders and employers providing students with working/learning opportunities.

This third revision of the original 1944 publication has been updated in keeping with new courses, policies and practices. Seven chapters comprise the volume: (1) Growth of a Program, (2) Three Types of Work Experience Education, (3) A Guidance and Placement Service for Youth, (4) Laws Affecting the Employment of Minors, (5) Considerations in Granting School Credit, (6) Duty Statements, (7) Maintaining the Program, (8) Work Experience Forms, and (9) Work Permit Forms.

LOS ANGELES UNIFIED SCHOOL DISTRICT. *Sixteen to Sixty: ROC/ROP–A Road to Job Skills.* **Los Angeles: Los Angeles Unified School District, Division of Career and Continuing Education, 1976.**

This publication of the Division of Career and Continuing Education in the Los Angeles Unified School District contains 16 short articles describing their Regional Occupational Centers (ROC) and Regional Occupational Programs (ROP). Since 1967, when the first occupational center was founded, the district has continued to prove that concentrated instruction in job skills can prepare students of any age (16 to 60, or even older) for good jobs. ROC, in just ten years, has expanded to five centers with an astonishing variety of course offerings and one specialty branch concentrating on paramedical and child-development occupations. An estimated 40,000 students enroll each year for classes of varying length.

While serving mainly adults, ROC offers training opportunities in daily three-hour sessions to high school seniors, as a complement to their regular high school academic courses. It also provides an alternative educational experience for many young people under 18 who are unable to benefit from the regular high school curriculum. Some of these students, dropouts from public schools, found at the ROC centers an atypical school atmosphere in which to learn vital career skills.

The final article in the publication, "Handicapped Learn to Earn Through Job Skill Training," describes the operation of the training program for physically and mentally handicapped ROC/ROP students. Special services are provided them: interpreters for the deaf, aides for the blind and orthopedically handicapped, tutors, specialized counseling, and job placement assistance.

Since the inception of the program, more than 300 seriously handicapped students have been trained in skills which may result in lifetime careers. Approximately 75 percent of the deaf and blind students have found jobs in such diverse fields as clerical work, metal work, electrical assembly, graphic arts, and landscape manageent.

For those administrators eager to integrate their handicapped students into regular career education programs this article contains valuable information, because it shows that ROC trainees, given work experience alongside normal trainees, have a headstart for working with nonhandicapped employees in a regular job location.

LOUISIANA STATE DEPARTMENT OF EDUCATION. *Project Apple Core.* **ED 118 864. Baton Rouge: ERIC Document Reproduction Service, 1975.**

This document briefly describes certain aspects of Project Apple Core (Adult Performance Level), a 15-month project funded through Section 309 of the Adult Education Act of 1966, which was carried out in Lafayette Parish in Louisiana to provide a career-oriented instructional program for undereducated and underemployed adults in that area.

After employers, administrators, and supervisors identified undereducated employed adults, instructional programs for them were implemented in a hospital, a packing plant, a labor concern hall, and a city public works department.

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Individual prescription programs for each student were developed outgrowths of the following procedures: (1) a survey identifying necessary levels of competency; (2) supervisor interviews to identify each employee's specific academic weaknesses; (3) interviews held to determine employee interests; and (4) site visits.

Paraprofessionals were hired; career-oriented math and reading curricula were developed; and packets of instructional materials, in the areas of Health Services, Private Industry, and Municipal Service, were compiled. Communication between the agency and the supervisors provided feedback, indicating sizeable gains in the educational levels among participants.

LUSTERMAN, SEYMOUR. *Education in Industry.* **New York: The Conference Board, Inc., 1977.**

This study is the result of a detailed survey of over 800 businesses. Funded by the Carnegie Corporation of New York, it was designed to illuminate the field of industry education. Industry education is the system of educating and training newly hired employees into more particular job competencies to insure the continuing adaptation of its work force to new knowledge and technology.

Of significance to educators, the study cites that most business executives are critical of the performance of the nation's schools in preparing youth for the world of work, teaching basic skills of mathematics and writing, and developing problem-solving skills.

McCLURE, LARRY; COOK, SUE CAROL; and THOMPSON, VIRGINIA. *Experience-Based Learning: How to Make the Community Your Classroom.* **Portland: Northwest Regional Educational Laboratory, 1977.**

Experience-based learning was originated several years ago to create a bridge between education and work, and to help students acquire not only essential academic skills, but also lifelong learning skills. Experience-based learning acknowledges that textbooks cannot contain all there is to be learned today, and that real events have high motivational value for learning.

This guidebook is intended for teachers and administrators who are interested in a gradual introduction to "the community as classroom." It is divided into six chapters: (1) defining experience-based learning, (2) structuring experience-based learning, (3) linking community resources with student projects, (4) writing student projects, (5) locating resource people and involving them in the process, and (6) managing the process. The appendixes describes 25 student projects that worked, where to turn for more information, and supplementary materials available from the NWREL.

McKEAN, BOB, ed. *Toward Defining Measurable Objectives in the Affective Domain for Experiential Education Programs.* **ED 139 572. Colorado: Colorado Outward Bound School, ERIC Document Reproduction Service, 1975.**

This paper explores the manner in which an evaluator can estimate whether or not, and how much, personal growth is fostered through an experiential education program. Particularly, the paper discusses the measurement of external actions. This technique requires clear definition of program goals and student observable behavior. Six program descriptions are included as examples of the combination of affective measurable objectives with the field of experiential education. The examples include behavioral indicators which guide the teacher-observer in recognizing and categorizing student change.

The programs evaluated are not work experience programs. However the observational techniques discussed could be applied to experiential learning in the workplace.

MAGISOS, JOEL H., ed. *Career Education, The Third Yearbook of the American Vocational Association.* **Washington, D.C.: The American Vocational Association, Inc., 1973.**

As a yearbook dedicated to career education, the volume presents papers on the foundations of career education, program development and implementation, and research and development in career education. In addition, it provides perspectives on career education as held by students, teachers, counselors, organized labor and higher education personnel. Each chapter contains references to career education programs in operation.

Although this book focuses on career education rather than work experience, much of the content is applicable. For example, the discussion of the process of career development is an important reference for someone planning a work experience program.

MALLOY, LARRY. *One Out of Ten: School Planning for the Handicapped.* **New York: Educational Facilities Laboratory, 1974.**

At the present time courts and state legislatures are mandating the right of all children to a free public education suitable to their needs. By the hundreds of thousands, children with mental, physical, learning, emotional, and multiple handicaps are going to public schools for the first time, and the law now requires that the environment be changed to fit them.

The author, an EFL project director, researched and wrote this preliminary report on special education after visiting numerous centers for the handicapped and observing the many current changes in this field. These include not only barrier-free facilities but also alternative methods of educating handicapped children in public schools. In general, schools and other public service agencies are beginning to share staff and pool resources in order to build new systems of treatment and education for the handicapped. Many of these projects show that special education techniques and equipment now moving into regular schools are useful to all children, and that, in the end, everyone benefits from better education for the handicapped.

Pages 16 through 18 of this pamphlet discuss public school vocational centers. Although most states maintain centers for occupational and physical rehabilitation, many public school districts have begun to build their own vocational and prevocational training centers, which become career magnet centers, attracting students from all parts of the district. These vocational training centers also provide special programs for the handicapped which allow the handicapped to be as much like able-bodied students as possible.

Outstanding public school vocational centers which provide special provisions for the physically and/or mentally handicapped are described in some detail here. These include the Granite School District in Salt Lake City; the Minnesota consortium of 17 local school districts, which operates a comprehensive, vocationally oriented high school program for disabled students called SERVE (Special Education and Vocational Education); and the Westchester County Center in New York with training facilities for all kinds of occupations, and geared to mentally retarded and neurologically impaired pupils.

MANGUM, GARTH L. *Career Education and the Comprehensive Employment and Training Act.* **Washington, D.C.: Office of Career Education, 1978.**

This report is written as a guide to career educators to assist them in finding ways to link career education to current youth employment policies for the enrichment of both. It traces the role of youth in pre-CETA manpower programs, in CETA to 1977, and the options available under 1977-78 law and practice.

According to this report the pre-CETA emphasis was on providing income support and useful activity through work experience programs and short-term placement in training for careers. The CETA programs offer greater potential but do not have a better record. With greater numbers of persons to be served than adequate placements and with continuing unemployment, a large proportion of CETA enrollments is in work experience activities and public service employment. However, from discretionary funds prime sponsors have developed some exemplary projects linking education and work.

Finally, the author reviews the last 15 years of manpower programs to summarize effective and ineffective program strategies.

MANITOBA DEPARTMENT OF EDUCATION. *Guide for Work Education in Manitoba's Public Schools.* **ED 126 320. Winnipeg, Man.: ERIC Reproduction Service, 1973.**

Developed for teachers, coordinators, and administrators in the Manitoba Public Schools, this guide provides access to information concerning work education. Information is organized into three major areas.

Part one, Emerging Trends in Preparing for the World of Work, discusses the philosophy and objectives, and defines terms. Part two, Planning, Organizing, and Implementing Work Education, contains 21 topics, such as: publicity; program characteristics, qualifications, duties, and responsibilities of staff; records and management; community and student surveys; selection of training stations; student placement and supervision; and evaluations. Part three, Responsibilities, Liabilities and Insurance, outlines the responsibilities of all participants including the state department of education, local boards of education, school, employer, community, and family.

MANNING, DIANE B. "Navajos Sign on Apprenticeship Pact." *Worklife* **2 (1977):23-28.**

This article describes an apprenticeship program offered to the Navajo Tribe located on the reservation. The program is the product of a partnership. It was formed with organized labor acting as a Comprehensive Employment and Training Act prime sponsor and using Title III funds. The Tribe joined with the AFL-CIO building and construction trades to develop an apprentice job training program. A unique characteristic of this effort is that it results in jobs in the construction of projects on the reservation itself.

The article describes both the funding and organizational arrangements which led to the success of this effort.

MANPOWER ADMINISTRATION. *Apprenticeship Training in the 1970's: A Report of a Conference.* **ED 113 523. Washington, D.C.: ERIC Reproduction Service, 1973.**

The report summarizes eighteen papers delivered at a 1973 National Conference on Apprenticeship. The papers deal with fundamental problems in apprenticeship and skill training in the United States. Practitioners, academic researchers and representatives from labor and government participated in the conference.

In this report, summary papers are grouped under the following headings: (1) Apprenticeship as a Training Process, (2) Lessons from Follow-up Studies of Journeymen and Apprentices, (3) Apprenticeship and Minorities, (4) Training Data and Manpower Planning, (5) Lessons from Foreign Experiences with Apprenticeship.

A major conclusion of the conference was that while the apprenticeship concept is basically strong, changes are needed to make program development more vigorous and productive. Included are guiding principles for a model apprenticeship system: flexibility in defining and implementing standards; application of the training system to a wide range of occupations and industries; and, emphasis on both quality and quantity.

MEETH, RICHARD L. *Government Funding Policies and Nontraditional Programs.* **ED 112 728. Washington, D.C.: Institute for Educational Leadership, ERIC Document Reproduction Service, 1975.**

According to the author, innovation programs in higher education are generally received with some skepticism and are often asked to justify their existence and the funding they are accorded. Since the programs are largely efforts to explore and demonstrate effective teaching and learning not present in traditional postsecondary education, the appropriateness of judging their financial right to life by traditional standards is questioned.

This study was commissioned to determine the nature and extent of restraints imposed by state and federal funding formulas, guidelines and regulations on emerging, innovative, time and place free opportunities in postsecondary education. The analysis of a survey of 300 respondents and several in-depth interviews is included. In addition, solutions to problems of state and federal funding policies are proposed.

"MENTORSHIPS! WHAT ARE THEY? WHO NEEDS THEM?" *Resources for Youth.* **Vol. 7, February 1978.**

Mentorships, in contrast to other forms of youth participation like internships, involve a one-to-one relationship between student and mentor. Student and mentor are matched on the basis of a mutual interest, usually in the mentor's career, but may pursue other common concerns as well.

Although young people at all levels of ability benefit from mentorships, the National Commission on Resources for Youth has observed that the results are especially rewarding for gifted and talented youth. These young people have special needs that can be uniquely met by a mentorship. For example, gifted youngsters are able to delve into subjects more deeply and into a wider range of topics than is possible in the average classroom. A mentor who has expertise in these subjects and who respects and appreciates his/her protege's talents can provide individualized encouragement to stretch and test youthful abilities. In addition, the personal stimulation and interest provided by a mentor may be just what is needed to awaken some underachievers whose talents have previously been undetected. In every case, mentors support students, sharing knowledge and experience, and guiding them into rewarding and challenging learning situations.

This newsletter contains descriptions of mentorship programs, interviews with coordinators and strategies for starting or improving a local program. The programs described include mentorships oriented toward specific subjects such as science (California's PAT), creative arts (Connecticut's CAC), and law (New York's law institute), as well as general career exploration programs. In spite of their diversified organizational structure, the heart of a mentorship program is always the one-to-one relationship between student and mentor.

MEYER, WARREN; CRAWFORD, LUCY; and KLAURENS, MARY. *Coordination in Cooperative Vocational Education.* **Columbus, Oh.: Charles Merrill Publishing Company, 1975.**

This book is one of a series of career programs issued by the publisher. It is intended to help the reader develop an insight into the purposes and goals of cooperative vocational education, highlighting the effect of the program on the student.

Although the entire book is relevant to experiential education, the following sections are especially pertinent: (1) roles of the teacher-coordinator; (2) facilitating career development; (3) teaching work-adjustment competencies; (4) recruiting and guiding student-trainees; (5) placing student-trainees; (6) organizing instruction; (7) follow-up of student-trainees at work; and (8) evaluating the program.

MICHEL, JOHN. *Career Education: Administrators and Counselors Implementation Model.* **ED 140 051. Washington, D.C.: ERIC Reproduction Service, 1976.**

This document segment is the first part of a 13 volume series which is a self-learning device, designed to train school administrators and counselors for their role in career education. It consists of readings and activities which will help the counselor prepare and evaluate materials, procedures, and techniques. The following topics are covered: sources of occupational information for career education; a guide to the development of a community-resources directory; and guidelines for the development of a career information library.

MINNESOTA UNIVERSITY.* *Notes and Working Papers from the National Conference on Cooperative Vocational Education.* **ED 034 888. Washington, D.C.: ERIC Reproduction Service, 1969.**

About 200 representatives in the areas of business, industry, labor, government, education, and community interests participated in a conference planned to develop understanding of the abilities, skills, and appreciations of those persons responsible for vocational-technical education programs.

Major papers included the following titles: (1) Congressional Expectations of Cooperative Vocational Education, (2) The Silent Field and the Dark Sun, (3) The Role of the Employer, (4) The Role of the School, (5) The Role of the Community, (6) A Comparative Study of Two Concurrent Work Education Models in Agriculture, and (7) An Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job Oriented Education Programs for the Disadvantaged.

*ERIC publications list the state of a state supported college or university followed by the title of the institution.

MITCHELL, JAMES P. "New Directions for Apprenticeship Policy." *Worklife* **2 (1977):2-6.**

The author cites the benefits of a well-run apprenticeship program. Its trainees can adjust better to changing industrial processes than their co-workers, enjoy greater employment stability, have higher lifetime earnings, and are more successful in advancing to positions beyond the journeyman level. In spite of these advantages only 45,000 new journeymen come out of apprenticeship each year; far too few to supply the 400,000 new craftworkers the BLS estimates are needed annually.

After explaining the factors impeding the expansion of apprenticeship programs, Mitchell concludes that employers and unions engage in apprenticeship only when it is in their own self-interest. In order to improve and expand apprenticeship opportunities he suggests some of the initiatives included in a new federal program: (1) concentrate on industries other than construction, (2) improve the federal-state partnership in apprenticeship, (3) establish community apprenticeship councils, (4) start industry promotion campaigns, (5) encourage apprenticeship in the federal government.

MOORE, ALLEN B. *Guidelines for the Development and Study of Cooperative Adult Education Programs.* **ED 122 123. Columbus, Oh.: ERIC Reproduction Service, 1975.**

Fourth in a series of five, this document presents guidelines for the development and study of a cooperative adult education program. Intended to be "content free," the guidelines focus on the processes of cooperative efforts. Twelve areas of concern are indicated: (1) needs assessment, (2) objective setting and instructional content development, (3) staffing, (4) procedures and materials, (5) pre-planning, (6) resource acquisition and expenditure plan, (7) program administration, (8) job placement and promotion, (9) internal and external communication, (10) evaluation, (11) screening and admitting participants, and (12) counseling services for adult students. The format for each of these concerns is included: an overview, questions, and "suggestions how."

General comments stress the importance of documentation in the planning effort, joint meetings of cooperating agencies, and a steering committee representing all interests involved in the program.

MOORE, ALLEN B.; GRANGER, JAMES C.; and WINKFIELD, PATRICIA W. *Case Studies of Selected Cooperative Adult Education Programs.* **Columbus, Oh.: The Center for Vocational Education, 1975.**

This document consists of case studies of five cooperative adult education programs sponsored by private industry and education. Each program studied serves adults who have less than a high school education.

The programs studied had to meet the following parameters:

1. Programs must be cooperative effort between a private business, industry or group of industries and a state affiliated education agency.
2. Both organizations must contribute one or more of the following: direct funding, participant- or teacher-release time, intensive planning, facilities, equipment or materials.
3. The program may include one or more of the following areas: job skill training, basic education, computational skills, writing, reading, speaking, or English as a second language.

Program sites were selected on their meeting ten criteria: needs assessment, objective setting, appropriate staffing, use of appropriate procedures, adequate pre-planning, funding, a designated administrative authority, a job placement component, effective communications, and evaluation.

The report is helpful to anyone thinking through initiating a cooperative program at the adult level.

NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION. *Proceedings of the Invitational Conference on Continuing Education, Manpower Policy and Lifelong Learning.* **Washington, D.C.: National Advisory Council on Extension and Continuing Education, 1977.**

This document contains the proceedings of an Invitational Conference on continuing education, manpower policy, and lifelong learning held January 10 and 11, 1977. The purpose of the Conference was to bring together representatives of organized labor, business, and industry, postsecondary institutions, and federal agencies to discuss adult learning needs and opportunities in the United States, and to make recommendations to the Advisory Council on those issues of adult learning which ought to be a matter of public policy. The council's initial response to the Conference has been incorporated into the Council's *Eleventh Annual Report to the President.*

Of particular interest in the topic of experiential education are the discussion topics: the success of unilateral or cooperative arrangements between labor and business; the necessity of revamping the structure and programs of continuing education to make it more responsive to manpower needs; financing of lifelong learning; and determining what resources can be applied to the goals of the Conference.

Conference recommendations include increasing federal efforts in research and development, trying a variety of methods for financing continuing education and lifelong learning, reorganizing the federal education establishment; federal support for educational extension services and continuing the dialogue among the primary supporters of lifelong learning.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. *Conference Report on American Youth in the Mid-Seventies.* **Washington, D.C.: National Association of Secondary School Principals, 1972.**

This report is a series of papers by various authors on several phases of action-learnings.

Relevant to experiential learning are the following:

- Unions, Education and Employment by John A. Sessions, Assistant Director of Education for AFL-CIO
- Remarks on Action Learning from the Point of View of a State Education Agency by William J. Sanders
- A Paper on Non-traditional Modes of Learning in Reference to Secondary-School Accreditation by John A. Stanovage
- Public Agency Perspectives on Action Learning by Robert L. Sigmon
- Learning from Experience: A Preliminary Report by Richard A. Graham
- Problems in Research and Evaluation of Action-Learning Programs by Ernst W. Stromsdorfer

The report also includes examples of action-learning projects.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. "The Curriculum, This We Believe." Position paper. Washington, D.C.: National Association of Secondary School Principals, 1976.

This booklet states beliefs of the Association and relatively brief rationales for them. These beliefs include:

- That the secondary school curriculum should be redesigned to provide serious contact with adult institutions.
- That identification and design of learning opportunities in the community must be a curricular priority.
- That schools should design opportunities for students to consider their own value system.
- That multicultural understandings should be reflected throughout the curriculum.
- That serious attention should be given to career awareness and preparation.
- That college courses should be provided on the high school campus.
- That youth need to be critically aware of the impact of the media, and that violence on TV should be significantly reduced.

National

- That reforms, flexibility, individualization in educational programs need to continue.
- That "free public education" should be redefined to include all educational programs organized and sponsored by the school.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. *25 Action-Learning Schools.* **Reston, Va.: National Association of Secondary School Principals, 1974.**

This booklet contains background material on action-learning, including criteria for action-learning programs.

The detailed descriptions of 25 action-learning programs from various sections of the country may be helpful in the study of administration and coordination of such programs.

The booklet also contains references for additional reading in topics related to the rationale for action learning.

NATIONAL CENTER FOR PRODUCTIVITY AND QUALITY OF WORKING LIFE. *Recent Initiatives in Labor Management Cooperation.* **ED 130 001. Washington, D.C.: ERIC Reproduction Service, 1976.**

This report evolved from a series of conferences held to develop guidelines for labor-management cooperation at the plant level (six conferences held in cooperation with State University Institutes of Industrial Relations and the Federal Mediation and Conciliation Service [FMCS], and a seventh sponsored by the Commission and FMCS). The summary report is designed to provide guidelines and background for solving problems. Included are reports from the following sources:

1. Labor-management committees in the steel industry
2. A total community effort in Jamestown, New York
3. FMCS assisted programs in three companies
4. Labor management cooperation in the Tennessee Valley Authority
5. A quality of work demonstration project at Eaton Corporation plant
6. Operation of Scanlon plans
7. An experiment in which miners regulated their own work activities at the Rushton Coal Mine in Pennsylvania

A final chapter discusses lessons learned from the cooperating agencies.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. *Technical Assistance Handbook for Increasing Business, Industry, and Labor Inputs into Vocational Education Personnel Development Programs.* **Columbus, Oh.: The National Center for Research in Vocational Education, April 1978.**

This handbook is part of the technical assistance materials prepared for the EPDA national priority project to increase inputs from business, industry, and labor into vocational education personnel development programs. The handbook chapters are designed to enable staff development persons, departments, and agencies to use the educational vehicles identified to aid in the professional development of vocational educators. These vehicles were chosen for their ability to involve business, industry, and labor in the staff development process. The chapter headings are Staff Development Programs, Conferences and Workshops, Cooperative Internships, Structured Occupational Experience, Personnel Exchange Programs, Advisory Committees, Resource Persons, Site Visits, Resource Development, and Evaluation. The chapters are divided into rationale, planning, approaches, implementation, and assessing impact.

This project builds upon the EPDA project conducted by The Center for Vocational Education in 1977 (Dieffenderfer, et al.) to improve vocational teacher education department linkages with business, industry, and labor. The focus of the present project is on the inputs of business, industry, and labor into personnel development programs at all levels and areas of vocational education.

NATIONAL COMMISSION FOR MANPOWER POLICY. *From School to Work: Improving the Transition.* **Washington, D.C.: National Commission for Manpower Policy, 1976.**

This collection of policy papers is a direct outgrowth of the early planning of the Youth Task Force of the Commission. Because the task force had determined that strengthening of the knowledge base was essential before policy recommendations could be formulated, selected specialists were requested to prepare working papers on problems falling within their areas of expertise. The collection represents a large-scale effort focused specifically on the transition of youth from school to work, and it explores the various facets of this youth problem. It is only a part of the Commission's ongoing efforts to develop a national manpower policy which will enable all Americans to nurture and use their potentials to the fullest.

All of the papers are pertinent to the study of experiential learning and cover many aspects of the field: the youth labor market; corporate hiring practices; labor-market experience of noncollege youth; the competencies of youth; employment and training programs; community efforts; counselor needs; minority youth employment; rural youth problems; and international experience with youth transition.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH. *New Roles for Youth in the School and the Community.* **New York: Citation Press, 1974.**

As presented in the foreword to this book, The National Commission on Resources for Youth was established because of the increasing difficulty young people find making the transition from adolescence to adult life. Contemporary society limits the opportunities youth have for experiencing adult roles and responsibilities. The National Commission's purpose is to identify and communicate programs which have successfully enabled youth to participate in productive adult activities.

The book reports approximately 50 projects which have been reviewed by the National Commission Staff and found to involve wholehearted participation of youth and to be adaptable to other locations. The projects are grouped into clusters according to the role of the youth participant. The chapters are: Youth as Curriculum Builders; Youth as Teachers; Youth as Community Manpower; Youth as Entrepreneurs; Youth as Community Problem-Solvers; Youth as Communicators; and Youth as Resources for Youth. The addresses of the projects are also included.

NATIONAL MANPOWER INSTITUTE. *Work and Service Experience for Youth.* **Washington, D.C.: National Manpower Institute, March 1978.**

This paper is one of a series of state of the art reports on critical issues affecting young people's transition from school to work. It begins with a discussion of the ways in which youth benefit from work and service experience, followed by:

- An examination of the critical issues, constraints, and programmatic approaches to mixing work and education, from both the educator's and employer's perspectives;
- An analysis of the roles and strategies for action that collaborative councils can perform to enhance work and service experience in their communities; and
- A comprehensive set of appendixes designed to aid program administrators who wish to read further in the general area of work and service experience education or who need technical assistance with specific implementation programs.

NATIONAL PANEL ON HIGH SCHOOL AND ADOLESCENT EDUCATION. *The Education of Adolescents.* **Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1976.**

This is the final report, with recommendations, of the National Panel on High School and Adolescent Education, a panel appointed by the Office of Education to study the education of young people 12 to 18 years of age.

Major recommendations relevant to experiential learning are as follows: creation of community career education centers; establishment of small, flexible, short-term, part-time schools; reduction of community guidance center to include counselors, psychologists, social workers and technicians; and technical support by the federal government through the U.S. Office of Education and the National Institute of Education.

NEWFIELD, JOHN W., and DUET, CLAUDE P. "Industry Sees Factors That Hinder Cooperative Programs." *Educational Leadership* **32 (1975):461-464.**

The authors list the factors that appear to personnel in industry to be those that must be addressed if cooperative programs between schools and industry are to be improved. In order to get some specific data on industry's view of the problems impeding cooperation they conducted a survey using both questionnaires and interviews. The questionnaires were sent to a random sample of companies in the state of Louisiana, and regional interviews with selected companies and labor unions were used to probe and expand on some of the questionnaire findings.

After establishing the present amount of cooperation and the extent of industry's training for entry-level jobs for which high school students could qualify, the following questions were posed: Why did you set up your own training program? Why don't you work with the schools to develop a cooperative training program? The responses of business, industry, and labor are cited below.

1. Industry and labor unions involved in training need some sort of influence over students to increase the probability that those who complete the program will continue or enter the employ of the sponsors.
2. If the problems of retention are solved, the problem of guaranteed employment must be faced.
3. School plans for innovative programs are too subject to change.
4. Just as changes in schools present problems for cooperative development of programs so also do employment needs of industry.
5. School personnel do not know enough about the needs of industry or the abilities of business and industry personnel.
6. There are many legal restrictions and insurance problems involved in bringing students under 18 to industrial sites for training.
7. The training required for some jobs is very technical and beyond the capabilities of high school students.
8. Many training needs are very situation specific and peculiar to a given plant or office.
9. Industry wants more control over the selection of training instructors. They need on-the-job experience.
10. Industry and business, even those companies with similar needs and overlapping concerns, do not have enough of a united front to work effectively with the schools.
11. Finally, there seems to be a lack of advocates for cooperation both in the schools and in industry.

NORTHWEST REGIONAL EDUCATIONAL LABORATORY. *Experience-Based Career Education.* **Portland: Northwest Regional Educational Laboratory, 1976.**

This booklet is a fairly general, brief description of experience-based career education for the public and interested layperson. Topics discussed include: What is EBCE?; What is Unique about EBCE?; Partnership in Learning; What Students Learn; How Students Learn; Evaluating EBCE, 1974-75; EBCE in Action; and Making EBCE Work for You.

In addition, there are brief write-ups of several ongoing programs. While this booklet is intended to spark interest in EBCE, it also provides resources to use for following-up and implementing a program.

ORNSTEIN, MICHAEL D. *Entry into the American Labor Force.* **Baltimore: Center for Social Organization of Schools, the Johns Hopkins University, 1971.**

Within the Center for Social Organization of Schools, the Social Accounts Program examines how a student's education affects his/her actual occupational attainment and how education results in different vocational outcomes for blacks and whites. This report, part of the Social Accounts Program, analyzes entry into the labor force, based on a set of about 1600 retrospective life history interviews with American men between the ages of 30 and 39, approximately half from whites and half from blacks.

This study defines the point of entry as the first time at which an individual leaves full-time schooling for a continuous period of 17 months or more. The study describes the research strategy, educational attainment and age at entry, jobs before entry, the first job after entry, and the job one and two years after entry. The author concludes that his analysis demonstrates something of the class nature of American society and the presence of institutional racism.

O'TOOLE, JAMES. *Work in America.* **Cambridge, Mass.: MIT Press, 1973.**

This is the report of a special task force made to the Secretary of Health, Education, and Welfare.

The first chapter discusses the functions of work with emphasis on the discontent among workers who have been unchallenged by their jobs. The second chapter indicates that many young workers are rebelling against the anachronistic authoritarianism of the workplace and that women are frustrated by an opportunity structure that confines them to jobs damaging to their self-esteem.

There follows a discussion of the health problems brought on by dull demeaning work and the resulting costs of such problems.

The keynote of the report appears in the fourth chapter which considers the redesign of work. Well-documented experiments show that productivity increases and social problems decrease when workers participate in work decisions.

The fifth chapter, especially relevant to experiential learning, presents a negative evaluation of vocational training as it is today. It is suggested that schools be redesigned along the lines of other workplaces, with a high degree of participation between "workers" and "team leaders." Several action-risk alternatives to the closing of school shops are given: practical courses available to all students; games simulating work environments; more effective career counseling.

The report ends with a discussion of work and welfare, focusing on the unfortunate fact that much energy has gone into the issue of guaranteed income but little into the issue of guaranteed rewarding work.

O'TOOLE, JAMES. *Work, Learning, and the American Future.* **San Francisco: Jossey-Bass Publishers, 1977.**

In this book the author presents his philosophy of human resources and argues that the traditional thinking about the relative roles of labor and capital is inappropriate to our present society.

The sections of the book particularly relevant to experiential learning and education are the first three parts. Part one identifies and defines the major problems of work and education; part two discusses the role of government in securing full employment and the roles of employers and unions in improving the quality of working life; and part three outlines alternatives for making education more relevant to the world of work.

PANEL ON YOUTH OF THE PRESIDENT'S SCIENCE ADVISORY COMMITTEE. *Youth: Transition to Adulthood.* **Washington, D.C.: Office of Science and Technology, Executive Office of the President, 1973.**

This study grew out of concern by the President's Science Advisory Committee about the ways young people are growing into adulthood at this time in our history. It presents the views of a group of social scientists and educators who met regularly under the chairmanship of James Coleman over a period of more than a year for discussions, often with other persons. It incorporates responses to questions and comments by the committee members. It is intended not as a statement of federal policy, but rather to encourage further discussion, research, and experimentation in this area.

Much of the report is compatible with the career education concept being articulated by the Education Division of the Department of Health, Education, and Welfare, and it is in accordance with recent efforts to link schools and colleges more closely with the community and occupational motivations.

The issues identified and recommendations proposed here have implications for professional, business, labor, and citizen groups as well as for educators at all levels.

PAULSTON, ROLLAND G., ed. *Non-Formal Education, An Annotated International Bibliography.* **New York: Praeger Publishers, 1972.**

The annotations in this book are generally oriented toward improving the quality of life of people, particularly students of any age engaged in nonformal education. Nonformal education is defined as structured, systematic, nonschool educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioral changes in fairly distinct target populations. This bibliography was prepared prior to the current talk of back to basics in the United States. Then the trend was still toward innovations, alternatives, and deformalization of education. A very wide range of subjects is covered. Chapters cover orientation and basic issues, area studies, organizations conducting programs, target learner populations, program content, instructional methodologies and materials, and reference materials and publications. The bibliography should be of interest to all students of education and social change.

PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT. *Work Education: What Is It and How Do I Get Involved?* **Tucson: Pima County Developmental Career Guidance Project, 1975.**

This document was prepared for prospective employers of students involved in a work education program sponsored by the Pima County Developmental Career Guidance Project.

Two of the project programs are described: (1) work exposure, designed to provide seventh through twelfth grade students an opportunity to observe work on a job site approximately ten hours, with some participation, without pay or credit but with classroom follow-up; and (2) work experience, designed to provide students an opportunity to spend approximately eight hours per week for about three quarters of the school year on the job, with pay and credit possibilities.

Participating schools are to conduct a pretraining program during which the students' interests and abilities are determined. They are also to obtain a school sponsor who will visit the work site on a regular basis. The project center is to locate job sites, schedule interviews, and conduct pre-evaluations and post-evaluations by both employers and students.

PROGEX, AUDREY, and GOLDBERG, JUDITH. *Documentation of the National Program for Selected Population Segments: Phase I Report.* **Washington, D.C.: U.S. Department of Labor, 1977.**

This report includes one-page summaries of 83 projects funded by CETA Title III under the National Program for Selected Population Segments (NPSPS). CETA Title I prime sponsors received grants, based on submitted proposals to serve women, youth, handicapped persons, ex-offenders, rural workers, or older workers in special programs designed to provide them training and employment.

The report was prepared by Abt Associates, Inc. for the Department of Labor and is the first in a series of documents which will track the progress of NPSPS. It contains a preliminary summary of the goals, types of services and target groups addressed under NPSPS. Each of its one-page abstracts covers the following areas: brief project description, major goals and objectives, organization, staffing, budget, recruitment process/client profile, activities, outcome to date, progress/problems, replication issues, documentation available, and duration of grant.

The problems reported by the projects serving handicapped clients are multiple: employer resistance to hiring the handicapped; depressed job markets in target areas; client reluctance to pursue personal improvement classes; rehabilitation impossibility, desire for immediate employment, failure to remove barriers at worksites, and difficulties in coordinating the activities of the many agencies involved. Successful implementation of programs depends on resolution of these problems.

REID, JOSEPH M. *An Evaluation of Three Experimental Rural Youth Projects.* **ED 100 556. Washington, D.C.: ERIC Document Reproduction Service, 1973.**

Background research suggested the need for conceptual changes in antipoverty programs, like those in New York City, to meet the needs of rural youth also. A model program, designed to maximize social and occupational adjustment of rural youth, was carried out for one year by each of three experimental projects located in northern Minnesota, southern Iowa, and central Nebraska. The purpose was to test the guidelines for program operation and to gather data for evaluating program effectiveness. Program components were assessment, counseling, intake, orientation to work and work information, and health services. The following areas were evaluated: establishment of experimental projects; role of the sponsoring agency; project staff; utilization of school advisors; planning; publicity; communications; recruitment activities; and in-school programs.

REUBENS, BEATRICE G. *Bridges to Work.* **Montclair, N.J.: Allanheld, Osmun and Company, 1977.**

This book is an international comparison of transition services. Several countries are involved: Australia, Great Britain, Japan, Sweden, West Germany, Canada, and the United States. Transition services include: (1) orientation and job information; (2) guidance and counseling; (3) initial job placement; (4) induction to work; and (5) follow-up.

Of interest to experiential learning is information relating to: (1) counselor training; (2) placement problems; and (3) providing services in the above mentioned countries.

RICHARD A. GIBBONEY ASSOCIATES, INC. *The Career Intern Program: Final Report, Volume I: An Experiment in Career Education that Worked, Volume II: Technical Appendices.* **Washington, D.C.: National Institute of Education, Papers in Education and Work, 1977.**

The Rev. Dr. Leon Sullivan and his staff at Opportunities Industrialization Centers of America, Inc., developed the Career Intern Program (CIP) for inner city youth who have dropped out of school or appear likely to, as evidenced by poor attendance and grades. The program combines basic and career education for these youth. The report summarizes the formative and summative evaluations. The evaluation design was one of pretest and posttest, experimental and control group. The students volunteered; those chosen by a lottery were in the experimental group, those not chosen were in the control group. Follow-up studies were done on as many students as possible in both groups. The authors believe that the findings of the effectiveness of the program, while not any universal solution, are believable because of replication of findings across three separate groups, and that true experimental and control groups permit strong inference that the changes are the results of the internship and not those that might have occurred without OIC. The report describes the program, its philosophy, what makes it work, staff, curriculum, and transferability.

Volume II contains a description of the evaluation design and study sample for the CIP, a discussion of the statistical treatment of the data, and copies of the data gathering instruments.

ROBINSON, DAVID. *Training and Job Programs in Action: Case Studies in Private-Sector Initiatives for the Hard to Employ.* **New York: Georgian Press, Inc., 1978.**

This volume presents case studies of current private sector programs to aid the hard to employ. The studies are the result of a survey sent to each of the trustees of the Committee for Economic Development asking them to describe their own organization's activities to increase employment opportunities for the hard to employ.

Many of the studies are concerned with special efforts to provide better job preparation, placement, and skill training for severely disadvantaged persons, including those who are undereducated, unskilled, and subject to discrimination or other special handicaps. The activities included in the volume also discuss programs to improve the transition from school to work for youth as well as other age groups, more productive use of mid-career and older workers, steps to smooth the transition from regular work to retirement; wide reliance on part time work and alternative work patterns to make employment more available to youth, homemakers and others who do not wish to work full time.

The report is easy to read and use as a resource document to anyone interested in learning the experiences of a large variety of employers in providing work and education programs.

RUTTENBERG, STANLEY H., and GUTCHESS, JOCELYN. *Manpower Challenges of the 1970's: Institutions and Social Change.* **Baltimore: Johns Hopkins Press, 1970.**

The senior author, as Manpower Administrator and Assistant Secretary for Manpower of the U.S. Department of Labor from 1965 to 1969, was responsible for reducing the gap between the disadvantaged not being served by the normal workings of the labor market and the manpower institutions of government designed to assist them.

This study, undertaken under the auspices of the Ford Foundation, documents many of the problems in organizing manpower programs in their planning; in the distribution of funds to achieve specific objectives; in the areas of sponsorship and of project operation; in conflicting and overlapping legislation; and finally in the barriers created by federal bureaucracy.

Administrators involved in vocational training for the disadvantaged will be enlightened by the author's experiences in putting together policy development and operational realities.

SCHULMAN, MARK. "Issues and Strategies for Enhancing the Participation of Labor in the Implementation of Career Education." In *Two Studies on the Role of Business, Industry, and Labor Participation in Career Education.* **Washington, D.C.: National Advisory Council for Career Education, Government Printing Office, 1977.**

Organized as a discussion of issues and strategies for implementation of career education, the paper reviews the platforms, resolutions, papers, and letters from more than 100 labor and career education sources. Three levels of issues are included: theoretical, conceptual, and operational. All are documented by quotations from prominent labor and education leaders. Theoretical considerations include differing viewpoints on the nature of work, the need to expand learning theory to include situations outside school, and the transition from school to work. Conceptual considerations include the lack of clarity of terms, the potential narrowing of occupational choices, and the relationship of labor to public education. Implementation considerations include problems related to "turf," institutional roles, and the economy.

Five action-oriented recommendations are offered to enhance the participation of labor in implementing career education.

While the paper discusses career education, the issues and recommendations made are equally pertinent to work-experience programs, and persons interested in collaboration between education and labor will find this paper particularly helpful.

SEARCY, ELLEN. *Work Experience as Preparation for Adulthood: A Review of Federal Job Training, Vocational, and Career Education Programs, An Analysis of Current Research, and Recommendations for Future Research.* **Washington, D.C.: Social Research Group, The George Washington University, 1973.**

The specific questions this report attempts to answer in the program (federally funded work experience programs) and research (current and especially relevant completed federal research) review are:

1. What is the content and setting for this work experience program?
2. What are the specific learning objectives and are they written?
3. How are objectives and content related to academic learning (credit)?
4. Is there an attempt to match student needs with program goals, content, methods? How?
5. Is there measurement of behavior change resulting from the learning experience? What is measured?
6. What program-related research is ongoing, planned, or recently completed? What are the results?

One primary objective of the report is to assist the Interagency Panel for Research and Development on Adolescence as they choose cross-agency research.

Examples of programs discussed include: Neighborhood Youth Corps, Work Experience and Career Exploration Program, Job Corps, and Volunteer programs. A chapter is included on recommendations for future research.

Appendix A – Components for the Validation of an Instructional System
Appendix B – Major Findings of a Study of Four Neighborhood Youth Corps Out-of-School Programs and Future Research Areas
Appendix C – A Sample of Product Objectives and Methods for their Assessment
Appendix D – Summary and Conclusions, Ch. 5 of Career Thresholds, Vol. IV
Appendix E – A Forward Look (Description of a Major Manpower Research Project)
Appendix F – Viewpoints on Accreditation of Work Experience
Appendix G – Objectives and Institutional Changes Proposed for the Transition from Youth to Adulthood

Footnotes and a bibliography are included.

SELLERS, LOIS A., and GORDON, RUTH. *Current Projects in Vocational Education–FY 1977.* **Columbus, Oh.: The National Center for Research in Vocational Education, 1978.**

This compilation presents abstracts of new and continuing projects funded by the Division of Research and Demonstration in fiscal year 1977. Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by state within each of the four sections that pertain to the part of Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (97 projects); Part D, demonstration (66 projects); Part I, curriculum development (14 projects); and Part J, bilingual vocational training (22 projects).

The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period, and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator and state.

Part J consists of abstracts of 22 projects designed for non-English or limited English speakers who have previously been unemployed or underemployed. The majority of the programs are designed for Hispanos in our southwestern states, with a significant number intended for Chinese or other Asian residents of major metropolitan centers. Included are innovative programs to serve the specific needs of Alaskan natives, Indians on South Dakota and New Mexico reservations, and Franco-American disadvantaged adults in Bangor, Maine. Of special interest is the project being implemented by the American Council for Emigres in the Professions with the purpose of assisting recent Russian refugees to qualify for employment in the graphic arts field.

Most of the projects described here provide intensive ESL instruction for participants, theory training in the classroom, and hands-on skills training at various work sites. Many aim at developing specific job skills needed by local industries, while others seek to enhance vocational competency and provide participants with a wider range of job choices.

SESSIONS, JOHN W. "Unions, Education, and Employment, Some Warnings about the USOE's Models for Career Education." *Changing Education,* **Summer 1973, 23-27.**

Mr Sessions begins his analysis by stating that the current proposals to move students out of the classroom must be viewed within the general context of American society. Dissatisfaction with public schools has led to proposals to provide substitutes rather than reforms for public education. He refers to such critics of public education as Illich, Jencks, Friedman, and Sidney Marland.

In rebuttal to the rhetoric of these writers and proponents of career education, the author makes several points of clarification. First, he notes that it is a myth that schools have ignored preparation for work. Second, he stresses that a person must be educated to be a total person, not just a producer. The major danger he sees with career education is the potential to make job training the goal of a public education. Another concern relates to the design and planning of educational experiences outside the school. Who will plan them? The responsibility for education must rest with education authorities. Finally, Mr. Sessions stresses that getting a job is not enough to ensure success as an adult.

SILBERMAN, HARRY, and GINZBERG, MARK, eds. *Easing the Transition from Schooling to Work.* **San Francisco: Jossey-Bass, Inc., 1976.**

This volume represents the culmination of the work begun in July 1975, at the University of California at Los Angeles with a small conference sponsored by the Spencer Foundation on the problem of school-to-work transition.

Content relevant to experiential education is included: student-designed field experiences; cooperative education and acquisition of coping skills; redesign of work for educational purposes and for improving the quality of working life; placement services and career development; community councils as an intermediate institution; contributions of formal and informal occupational preparation; the capacity of work organizations to absorb learners; and recommendations for practice and research.

The editors have reached the conclusion that much better data are needed on youth socialization patterns and best current practices. Extensive research may be necessary for sifting out conditions of educationally effective work experiences for students with different backgrounds.

SMITH, GERARD. "New Guidance Materials for the Disadvantaged." *Occupational Outlook Quarterly* **15 (1971): 31-33.**

The author cites vast numbers of young disadvantaged minority youth who are either excluded from jobs altogether or "locked into" low paying, low status, dead-end jobs as a result of their complete lack of information regarding good jobs for which they presently qualify or could qualify with additional training.

Addressing the dramatic difference between white youth and minority youth in knowledge of the world of work, the Bureau of Labor Statistics (BLS), in cooperation with the Manpower Administration and affiliated state employment service agencies, is developing special occupational guidance materials and a delivery system to get them into the hands of the disadvantaged themselves. They are also training guidance and employment counselors to work with the young unemployed and underemployed.

Aiming at young people with limited reading comprehension, BLS is preparing occupational statements based on national occupational information developed for the Bureau's outlook programs and information in the *Dictionary of Occupational Titles.* The material is designed to permit local job information to be added by local state employment agencies. These modified materials, available through both state employment offices and BLS regional offices, will be used by schools and other local agencies.

The 50 vocational guidance statements prepared in pamphlet form during the 1970 pilot program were based on three premises: (1) that there is a nationwide demand for large numbers of workers in these jobs; (2) that relatively little formal education is required before entry, either to the job itself or to a training program; and (3) that there is potential for good earnings in these jobs.

To assure development of clear, concise materials to attract and hold the interest of limited readers, BLS sought the cooperation of counselors and teachers who work with disadvantaged young people in ghetto schools and in self-help agencies. In evaluating methods of presenting the material, they sought comment on the reading comprehension level of the materials and the effectiveness of layout, content, and artwork. Following an analysis of the effectiveness of the pamphlets in ten pilot cities, the materials were to be revised, if necessary, and after the revision, the program was to be expanded.

SNYDER, MARIE BLASINGAME, and HOLMES, JOHN W. *Basic Coordinator's Guide for Diversified Occupations Program.* **ED 089 018. ERIC Document Reproduction Service, 1971.**

In 1970, Diversified Occupations was initiated as an approved statewide program in the state of Washington. It is a cooperative effort between the school and the local business community, enabling students to acquire, refine and utilize job skills in actual paid employment with the help of an instructor, who is a highly skilled professional in the specific occupation. Even students whose occupational goals cannot be served by any business in the community benefit from learning the fundamentals of work and positive work attitudes.

To facilitate the development of such programs, this coordinator's guide briefly discusses program criteria, determination of student needs, program planning, program implementation and objectives. Basic guidelines and instructional objectives are covered in greater detail with suggestions for program planning, finding and using local resources, developing advisory committees, program coordination and evaluation, coordinator qualifications, proposal writing, and resume preparation. Examples of reports and other forms are included.

SOMERS, GERALD G., and STROMSDORFERS, ERNST W. *A Cost-Effectiveness Study of the In-School and Summer Neighborhood Youth Corps.* **Madison, Wis.: The University of Wisconsin Industrial Relations Research Institute, 1970.**

This study, nationwide in scope, required the participation of several hundred widely scattered school officials, Neighborhood Youth Corps project administrators, and field interviewers.

The Neighborhood Youth Corps program was one of a number of government programs designed to improve the quality of education and the performance of new entrants to the labor force. Its main functions were to reduce the high school dropout rate, improve the quality of the students' educational experience and help provide skills useful in the labor market.

The issue treated here is the extent to which this program succeeded in fulfilling its legislative goals. How have the participants in the NYC fared, during and after their schooling, as compared to those students of similar background and ability who did not take part in the program? Answers to this basic question should contribute to effective educational and labor-market policy.

The present study used a national sample of NYC participants from projects in operation during the fiscal years 1965-1967. There were 1120 projects in operation during that time with a total enrollment of 333,548 participants. Sixty projects were randomly selected for examination with 20 from each of three regions—North, South, and West.

It was found that educational economic and social benefits resulted from NYC participation, with greatest gains occurring among Negro and Mexican-American youth. In terms of cost effectiveness, the NYC appears to be a sound investment.

For administrators concerned with the fiscal arrangements for a comprehensive vocational education program for the disadvantaged this study merits attention.

STADT, RONALD W., and GOOCH, BILL G. *Cooperative Education: Vocational Occupational Career.* **Indianapolis: Bobbs-Merrill Company, Inc., 1977.**

The authors of this book present cooperative education as a vehicle to emphasize the individual's career aspiration and to integrate classroom and field experiences in a clear and comprehensive manner. The book focuses on lesser than baccalaureate, career-oriented programs. But much of the detail of chapters which deal with program conduct is applicable to programs at any level, so long as work experience is related to classroom and laboratory experience and to student career goals.

The book has five sections which parallel the problem definition, planning, implementation, conduct, and evaluation sequences. This book presents a great deal of information in a straightforward format that makes it a useful reference document.

STAFF OF WHITE HOUSE CONFERENCE ON THE INDUSTRIAL WORLD AHEAD. *A Look at Business in 1990.* **Washington, D.C.: Government Printing Office, 1972.**

This document is the report of the three-day White House Conference on the Industrial World Ahead Convention in early February 1972 in Washington, D.C. Over 1500 key decision makers met to consider the issues, challenges and opportunities confronting the American business system in the next two decades.

Of interest to persons concerned with work experience education is chapter 2, "The Social Responsibility to Business." This section stresses the need for what is called human resource planning. The report suggests that everyone, regardless of career, will face some type of job obsolescence. Another point is the need for new public-private partnerships. Just what role the private and public sector can play is yet to be learned through experimentation.

Another pertinent section is entitled "The Human Side of the Enterprise." Chapters within this section are: "Changing Nature of the Work Environment," "New Dimensions in Labor-Management Relations," "The Job and Emerging Life Styles," "The Human Resource in the World of Work," and "Compensation, Job Satisfaction and Productivity."

STEIN, WALTER M.; AXELROD, VALIJA; and DRIER, HARRY. *Community Relations and Involvement: A Procedural Guide to Facilitate School and Community Cooperation.* **Columbus, Oh.: The Center for Vocational Education, 1977.**

The purposes of this handbook are: (1) to help the rural practitioner to identify community resource personnel, facilities, and sources of materials and funding; (2) to lay out strategies for involving the identified resources in the career guidance program of the local rural school; (3) to expand the rural guidance program, at all levels, in the areas of self and interpersonal relations, career planning and decision making, and life role assumption; and (4) to suggest techniques for evaluating program effectiveness.

The document deals with the rationale for school-community cooperation; explains the difference between community relations and community involvement; and suggests goals of school-community cooperation and student benefits. Procedures for community relations and community involvement activities are outlined along with ways of evaluating the effectiveness of the program. The last chapter in the handbook applies concepts presented to an imaginary rural township.

STEIN, WALTER M.; WEAVER, CHARLES E.; BLANK, JOAN C.; and DRIER, HARRY N. *Increasing Guidance Effectiveness Through School-Community Cooperation.* **Columbus, Oh.: The National Center for Research in Vocational Education, 1978.**

The purposes of this book are: (1) to present a set of guidelines and philosophy for developing cooperative relationships between schools (K-14) and business, industry and labor; and (2) to make available to a variety of potential users a large number of sample cooperative agreements. In addition, several appendixes provide information believed to be of value in instituting cooperative relationships with the community.

Chapters one through four set forth the guidelines for developing and maintaining a set of cooperative agreements or relationships between schools and the community in general. Instruments for checking progress, safety and for evaluation of cooperative agreements are included. The concept of a coordinator of cooperative agreements who may already be a staff member, is emphasized.

Chapters five through nine are a collection of over 200 existing cooperative agreements with community persons and/or agencies to serve the needs of persons K-Adult. Each agreement follows a standard format and is organized around some or all of the following concepts: Circumstances (out of which the agreement was developed), Objectives, Linkages/Participants, Process, Outcomes, Problems, Evaluation and Sample Forms and Instruments. Each agreement is also summarized in chart form in six categories including career emphasis, career development factors and placement. An index by USOE career cluster and use level allows the user to find appropriate agreements quickly.

STERN, BARRY S. *Toward a Federal Policy on Education and Work.* **Washington, D.C.: Government Printing Office, 1977.**

It is the author's conclusion that the present day school system does not properly train students for the working world. Even with federal grants like the Vocational Education Act and the Manpower Development and Training Act, the number of students without jobs is increasing. Stern designates barriers which exist for young people and expands on the federal role in providing them assistance. Listing some of the information and benefits schools fail to provide, he suggests possible initiatives to improve the school to work transition.

STROMSDORFER, ERNST. *An Economic Analysis of the Work Experience and Career Exploration Program.* **Bloomington, Ind.: Indiana University, 1973.**

This report was prepared for the Manpower Administration of the U.S. Department of Labor. It contains a description of the WECEP and an evaluation based on the experiences of employer and teacher-coordinator.

The aim of the WECEP is to change the mix of formal schooling and labor force activity with the concequent improvement of quality and efficiency of both types of activities.

The program hopes to achieve its objectives by lowering the opportunity costs of school attendance and by providing an increase in counseling services.

The results of the experiment indicate that career exploration came about through the classroom; that employers were favorable to the program; and that teacher-coordinators recommended its expansion.

STUTZ, JANE PORTER, and KNAPP, JEAN, eds. *Experiential Learning: An Annotated Literature Guide.* **Columbia, Md.: Cooperative Assessment of Experiential Learning, 1977.**

This bibliography represents the literature reviewed and developed during the first three years of research and development activity of CAEL (Cooperative Assessment of Experiential Learning). It was produced to be a highly useful document for individuals interested in program and institutional development and in the improvement of assessment practice.

The 280 references included, touch on a variety of aspects of experiential learning and its assessment. The guide is organized into three parts: part A covers experiential learning and experiential education; part B reviews literature on assessment; part C is an alphabetical listing of all references.

For purposes of this guide "experiential" refers to learning that occurs outside the classroom in work settings, communities, or self-directed accomplishments. Nontraditional education is not included.

TIMPANE, MICHAEL; ABRAMOWITZ, S.; BOBROW, S.; and PASCAL, A. *Youth Policy in Transition.* **Santa Monica: Rand Corporation, 1976.**

This Rand report is based on a study commissioned by the Office of the Assistant Secretary for Planning and Evaluation of the U.S. Department of Health, Education, and Welfare. Produced as part of the Rand Corporation's Education and Human Resources Program it is intended for use by federal educational policy makers, and by officials and analysts involved in any branch of the education profession.

The study is a response to the publication of three independent reports on youth and schooling: *Youth: Transition to Adulthood,* by the President's Science Advisory Committee; *The Education of Adolescents,* by the National Panel on High Schools and Adolescent Education; and *The Reform of Secondary Education,* by the National Commission on the Reform of Secondary Education. The study team was charged with reviewing these three reports critically to assess the completeness and accuracy of the evidence, the success in identifying important and persistent phenomena in the education and socialization of youth; the validity of judgment as to how these phenomena have created undesirable social, economic, and educational problems; and the efficacy of policies proposed to ameliorate these problems.

The study team consisted of an educator, a social psychologist, an economist, and an educational policy analyst experienced in federal and local educational policy making. The method of analysis used by the study team included an interpretation of the contents of the reports, an extensive review of the literature related to the main points, and a logical and empirical critique of specific findings and recommendations.

TYLER, RALPH; MANGUM, G.; WOLFBEIN, S.; and MATTHEWS, H. *Functional Education for Disadvantaged Youth.* **Edited by Sterling M. McMurrin. New York: Committee for Economic Development.**

In the first part of the report, Tyler traces the evolvement of the work ethic as taught by the family to the workplace, which at one time was immediate and by no means remote. In today's society, he considers it the function of the school to teach the work ethic through experience.

Garth Mangum believes that vocational education is the appropriate means for educating today's youth for the work market. In his view, teaching should expand the students individuality by providing basic skills—language arts, mathematics, and science—first. Only after the acquisition of these basic skills can the student be trained for the work market. Adequate preparation will give youth flexibility in job choices.

Seymour Wolfbein includes seven strategies for success: (1) matching resources with needs; (2) expanding cooperative education; (3) individualizing the format; (4) eliminating written tests; (5) making education a continuous process; (6) providing services to the unemployed; and (7) selecting skilled teachers.

Howard Matthews believes that schools should be reorganized to respond quickly to change, that labor and industry should provide apprenticeship programs, that adults should be able to return to school, and that schools should develop cooperative education programs.

UNITED AUTO WORKERS. *Resolutions: 25th Constitutional Convention.* **Detroit: United Auto Workers, 1977.**

This document contains concise descriptions of the official positions of the UAW on a wide range of topics, approved by delegates to the 25th Constitutional Convention in Los Angeles in May 1977. Topics include, for example, the economy, energy, environment, health care, minority rights, crime, consumers, election reform, the international scene, uses of the ocean, and substance abuse.

Of particular interest to experiential education are the resolutions on Public Education and Education in the UAW. These discuss problems of our education system, including illiteracy, racism, class bias, sexism, teacher layoffs, high college tuition; the need for education as a lifelong process; the need for a full employment economy; school finance reform; and the need for community involvement. These concerns relate to giving the Union membership full opportunities to improve themselves for personal benefit and thereby the benefit of the Union, the company, and the society. Career education is mentioned as one of the UAW's priority activities.

UNITED AUTO WORKERS. *UAW Career Education Statement.* **January 1976.** *UAW Looks at Career Education.* **Presented by Carroll M. Hutton, Director of UAW Education Department, the Commissioner's National Conference on Career Education. Detroit: United Auto Workers, 1976.**

Mr. Hutton states that the highlights of the Career Education Statement are:

1. We (UAW) will respond to the call for educational reform to meet today's social needs.
2. All students should be equipped to perform effectively, and contribute to society.
3. Career education, properly implemented, addresses itself to the correction of many of our current public education failures.
4. In addition to preparing an individual for a life of work, career education must also prepare the individual for cultural and leisure time activities.
5. Career education can only become meaningful when there are decent jobs available for everyone seeking work. We need national commitment to achieve full employment.
6. Career education is expected to create a citizen who is self-confident and culturally advanced, relates well to others, adapts to change, possesses both living and job skills, and can manage tools of his or her occupation.

In his presentation, he also discusses the UAW's historical support for free public education, current efforts of UAW tuition refunds and the UAW as a prime contractor for CETA and other training programs. Of major concern is that child labor laws, minimum wage standards, collective bargaining agreements will not be violated by career education and that workers will not be displaced.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. "A Model Career Education Program in Science and Education for Gifted and Talented High School Students." *Profiles of Career Education Projects.* **Washington, D.C.: Office of Career Education, 1976.**

The project herein described is one of those in Category 3, intended for special segments of the population: the Handicapped, Gifted and Talented Minority and Low Income Youth, and for reduction of sex stereotyping in career choices.

The director of this project was Dr. John H. Falk, Associate Director for Education of the Chesapeake Bay Center for Environmental Studies and the participating institution was the Ann Ardundel County, Maryland Public School System.

The major objectives of this project were to provide gifted high school juniors and seniors with career education experiences in the fields of education and science, to increase their knowledge of the subject of biology, extend their experience of careers in science involving teaching, and develop an awareness of their own personal strengths and weaknesses in a work situation.

In September 1976, ten high school juniors and seniors were selected on a competitive basis. An intensive two-day workshop was held to familiarize them with outdoor biology education. They were introduced to the philosophy and materials of the OBIS (Outdoor Biology Instructional Strategies) project, exposed to a variety of teaching approaches and given the tools with which to select the approaches and materials appropriate to their teaching situation.

The implementation of the outdoor biology activities with elementary-aged school children by the trained student leader was accomplished by dividing the high school leaders into two teams. One team worked with children during school hours at their school or at an outdoor education camp. The other team worked with after school community groups in the district such as scouts, science clubs, etc. Later the team switched roles so that each leader had a month's experience with each type of group. Discussion groups were frequently held to enable student-teachers to share their experiences.

The immediate target group of this project was the ten gifted secondary student leaders; the secondary target group was the 2,860 elementary students (50 percent black) being taught by the high schoolers and the 30 teachers and 72 parents observing the project.

After evaluation by a written pre-test, post-test design instrument and essays provided by the high school leaders at the conclusion of their teacher experience, the results of this project were to be distributed to career education coordinators in all 50 states.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. "Project: Career Education and the Transitional Bilingual Classroom." In *Profiles of Career Education Projects*. Washington, D.C.: Office of Career Education, 1976.

This project was carried out by the Worcester Massachusetts Public Schools and the Worcester Career Education Consortium. The target population included 475 disadvantaged minority students in grades K-12. All of these students came from families with income under $5,000 per year, and 3 percent of them were classified as handicapped. Hispanic children made up 73 percent of the target group, while the remainder were Greek-speaking.

The major objectives of the project were:

1. To develop bicultural-bilingual career education curriculum materials that are relevant to Hispanic and Hellenic children in transitional classrooms, using appropriate media.
2. To provide training for school personnel working with transitional classroom students concerning bicultural-bilingual career education materials and methods.
3. To assist students assigned to transitional classrooms in relating what is learned in school to what is present in the real world of work.
4. To provide students assigned to transitional classrooms with experiences and activities which will enable them to increase knowledge of the world of work, decision making skills, self-analysis skills, attitudes towards school, and academic achievement.

Learning centers, equipped with bilingual materials, were established in each of the five elementary schools and two junior high schools having transitional classrooms. By late 1976, students were involved in the work community through internships, shadow experiences, and field trips.

Bilingual-bicultural evaluation instruments for measurement of career education knowledge and skills were developed by project personnel and made available to interested persons and organizations. In addition, video taping was done during all in-service for staff and in selected classroom activities with the intention of producing training and informational video films for dissemination.

U.S. DEPARTMENT OF LABOR. *Reconstructured Neighborhood Youth Corps Out-of-School Program in Urban Areas.* **ED 094 051. Washington, D.C.: ERIC Document Reproduction Service, 1974.**

In 1969, the General Accounting Office reported to Congress that the New York City Youth Corps program was essentially a work experience program, serving as a temporary holding action until enrollees could find better jobs or secure training through federal or local programs. Because of other available programs the General Accounting Office questioned the need for the out-of-school programs operated at that time.

In January 1970, the Department of Labor restructured the Neighborhood Youth Corps program, making age limits for entering the program more restrictive and placing the emphasis on education, skill training, and work experience. This revised program was carried out in urban or growth areas while the original program was continued in other parts of the country.

The program objectives were to place enrollees in suitable jobs, advanced training, or further education. It was the responsibility of community sponsors, such as public or private nonprofit agencies to plan, administer, coordinate, and evaluate the restructured programs.

To test whether the restructuring had improved the program, the General Accounting Office reviewed five projects in Birmingham, Cleveland, Philadelphia, San Antonio, and San Francisco.

U.S. DEPARTMENT OF LABOR. *Worklife.* **2 (August 1977).**

The August 1977 issue of *Worklife* is devoted to presenting the history of apprenticeship in the United States and discussing the apprenticeship initiative effort of the Bureau of Apprenticeship Training. It provides statistics on the enrollments in various apprenticable trades as of 1976, and proposes new trades for apprenticeship programs. There is a feature article on women apprenticeships. In addition, the issue contains feature articles on individuals in apprenticeships. This is an excellent reference for someone who has only a cursory understanding of apprenticeship programs.

U.S. DEPARTMENT OF LABOR. "Young Jobseekers' Guide Lists 87 Demand Occupations Requiring College, High School." *News,* **January 18, 1978.**

The information in this publication is based on a monthly U.S. Employment Service survey of state Job Service agencies, which have 2400 local offices. The computerized Job Bank system operates in virtually every state. Though this network does not include all job openings in the economy, it is a large, comprehensive, up-to-date source.

The first extra edition of "Occupations in Demand at Job Service Offices" is designed to help students and recent graduates make better informed career and job search decisions. It lists specific occupations and areas of the country with greater-than-average gains in openings registered by employers with the national Job Bank system during 1977. It states whether the jobs require high school, college, and/or experience; lists annual or hourly pay range and average number of openings available at the end of the month.

Persons wishing single copies can get them from Job Service offices or by writing Consumer Information Center, Pueblo, Colorado 81009.

U.S. OFFICE OF EDUCATION. *Cooperative Vocational Education Programs.* **ED 070 853. Washington, D.C.: ERIC Reproduction Service, 1972.**

Cooperative education received special authorization in Public Law 90-576 and was made a priority in vocational education. The information summary, designed to assist the states in developing plans for the development of cooperative vocational education, contains these components: definitions of terms, funding sources, program content, and applicable legislation including regulations for state vocational education programs. It is intended to be used in conjunction with "A Guide for Cooperative Vocational Education," prepared by the University of Minnesota.

UNIVERSITY OF MINNESOTA. *A Guide for Cooperative Vocational Education.* **Minneapolis: College of Education, Division of Vocational and Technical Education, 1969.**

This guide is the product of deliberations of several groups having responsibilities for cooperative education. Of key importance is the group of participants at the National Conference held in Minneapolis in February 1969. This group of 200 representatives from across the nation included leaders in the fields of business, industry, labor, education, government, and community interests.

Participants were divided into ten task forces led by outstanding vocational educators, many from locations other than the Upper Midwest. In April, each task force leader prresented a prepared summary paper at one of nine regional clinics. They then met in Minneapolis in May to make plans and recommendations for a final document designed for use by educational administrators and vocational educators.

Included in the volume are seven chapters:

1. Cooperative Vocational Education and What It Will Do
2. What Form and Type Is Best for a Specific School?
3. Meeting Student and Manpower Needs Through Cooperative Vocational Education
4. Supervising the Participation of Employers
5. Establishing Administrative Relationships
6. Staffing Cooperative Vocational Education Programs
7. Maintaining and Improving Cooperative Vocational Education

The four appendixes include useful check lists for all school personnel involved in establishing a cooperative vocational education program.

VAIL, MOGRAN, and TOWNSEND, JOSEPH L. "Services to the Blind: A Community Concern." *A Report from Prime Study Group III of the Institute on Rehabilitation Services.* **Washington, D.C.: SRS Publications Distribution Section, 1973.**

Considered in this report are current concerns, issues, and practices related to vocational training of the blind. After an introductory chapter, chapter 2 reports on the increasing numbers of blind reported rehabilitated each year, emphasizes the need for blind persons to cope with blindness on the job, and notes emerging occupational areas such as the health manpower, informational service, and computer sciences. Reviewed in chapter 3 is the history of private and public agencies serving the blind with descriptions of appropriate areas of service for each type of agency. Increased cooperation is urged between the state-federal programs and the voluntary sector. Manpower and training needs are discussed in chapter 4 with emphasis on implications of the phasing out of federally funded training programs. Chapter 5 provides a model of population identification methods to allow the practitioner and administrator to determine characteristics of the blind population in the service area. The focus in chapter 6 is on the underserved blind population including the severely multiple handicapped, the older blind, and the low achievers, with emphasis on the need to research and develop the specialized programs these groups require. The final chapter reports on a 1973 conference of administrators responsible for programs serving the blind which emphasized attitudes (of the sighted and the blind themselves), unmet needs, and administrative organization.

VOCATIONAL FOUNDATION, INC. *Our Turn to Listen: A White Paper on Unemployment, Education, and Crime Based on Extensive Interviews with New York City Teenage Dropouts.* **New York: Vocational Foundation Inc., 1977.**

Subtitled "A White Paper on Unemployment, Education, and Crime Based on Extensive Interviews with New York City Teenage Dropouts," this short publication was prepared by Vocational Foundation, Inc., a private nonprofit organization established in 1937 for the purpose of finding jobs for youth with correctional backgrounds. The clients are youths in the 16 to 19 age bracket, referred by courts, correctional institutions, schools, and other accredited social agencies. Their plight in our large urban centers is cause for alarm, with the burgeoning of youth crime and the decrease in job opportunities for young people.

This study, based on 115 hours of interviews with more than 100 Vocational Foundation clients and a wide range of outside experts, reflects the years of collective experience of the Foundation's staff in finding jobs for troubled youths. Some 46 hours of the interviews were videotaped and edited into a half-hour film dramatizing the predicament of jobless youth. The paper concludes with a list of key barriers to the job market for ghetto young people and proposes ten "barrier breakers" to alleviate the problem.

WARREN, EDWARD N., and FINCH, WILLARD C. *Summer Institute for High School Students: A Research Project in Pre-Vocational Education.* **ED 113 600. Pittsburgh, Pa.: ERIC Document Reproduction Service, 1974.**

Pitt Technical Institute created a four-week summer institute for high school juniors, having as its purpose to enlighten participants to vocational occupations and to alter undesirable views about vocational training. The program covered job orientation, job opportunities, and salary ranges in the jobs selected by each student.

After the summer institute, it was found that a higher percentage of students attending elected vocational training programs and that a more positive attitude toward the opportunities provided by vocational training resulted. This conclusion was based on a comparison of preinstitute and postinstitute surveys.

WEBER, ROBERT E. *The Problem of Youth Training.* **Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1971.**

This report, prepared by the Office of Juvenile Delinquency and Youth Development for the Department of Health, Education, and Welfare, describes some youth employment programs involving dropouts, unemployed high school graduates and underemployed youths. The following aspects of the programs were covered: (1) academic, (2) vocational, (3) health, (4) social problems, and (5) psychological problems.

Although these programs had no spectacular degree of success, they contributed to an understanding of the problem of disadvantaged youths. It was learned that greatly increased amounts of counseling and guidance were needed for training and retraining.

It is the author's belief that in spite of the expense incurred, a really meaningful program would help relieve the staggering cost of chronic dependency.

WEISMAN, LAWRENCE. *School, Community and Youth.* **Springfield, Ill.: Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1972.**

This is a statewide evaluation of Illinois cooperative vocational education programs in 1971-1972. It is the intention of the study to define the characteristics of students enrolled in the programs, to identify their needs and aspirations, and to correlate those activities most fruitful in achieving the objectives set for the participants.

The first program described is WECEP (Work Experience and Career Exploration Program), designed for students 14-15 years old who are considered potential school dropouts. Its aim was to reach them before they dropped out of school and to expose them to the world of work, thereby conveying the importance of a high school education. Half the participants surveyed had been either school disciplinary problems or juvenile offenders. One-third came from families living at the poverty level, and nearly half were from broken homes. Although many were above average in intelligence, their academic point average was generally low and their average reading level was sixth grade.

The second program ESL (Early School Leavers) was focused on dropouts who were desirous of improving their academic skills, acquiring job skills, and exploring the world of work.

This evaluation reports gains made by participants in both programs, as compared with control groups not enrolled in the programs. WECEP students made significant gains in grade point averages as well as definite gains in outlook, attitudes and interpersonal skills, as revealed by the Student Personal Questionnaire. Coordinators, employers, and administrators at work sites reported improvement in attendance, attitudes, and work habits. Through questionnaires, ESL participants revealed confidence in ability to work and study and healthful optimism for the future.

A gain in income and in employability was indicated for those working, with 85 percent in better jobs after the program and with some earning GED diplomas, a definite gain in terms of educational accomplishment and future potential.

WHITE HOUSE CONFERENCE ON YOUTH. *Report of the White House Conference on Youth.* **Stephen Hess, National Chairman. Washington, D.C.: Government Printing Office, 1971.**

At this conference in 1971, two-thirds of the delegates were in the age group of 14 to 24, and one-third were more mature adults. The goals were to find new approaches to ten major issues and new ways to involve youth in the decision-making process.

The issues most relevant to experiential learning dealt with the economic situation problems of employment and education. The workshops drafted the following recommendations: (1) need for more flexible and job-relevant school curriculum; (2) need for national job-information service; (3) ways of expanding work and training opportunities outside the school system; (4) stricter enforcement of antidiscrimination laws; (5) need for alternative systems of education; (6) alternate methods of evaluating students; and (7) the creation of learning centers.

WILLINGHAM, WARREN W., and NESBITT, HADLEY S. *Implementing a Program for Assessing Experiential Learning.* **Princeton, N.J.: Cooperative Assessment of Experiential Learning, 1976.**

Early in the CAEL activity a workshop was held to provide background information, resource material, and a general orientation to the common goals of the project. The basic plan was to select 12 institutions facing rather different implementation problems and to provide a cooperative context for each to devote special attention to its particular concerns over the following nine months. This document contains the background material used for the orientation workshop.

The document is organized into three major sections: Developing an operational model for assessing experiential learning; Setting and evaluating criterion standards; and Assessment and Accreditation: Economic considerations.

Each section includes an analysis of pertinent literature organized in order to provide definitions as well as concrete guidance. Each section also contains an extensive bibliography.

Even though the Cooperative Assessment of Experiential Learning effort is targeted to postsecondary education, this document would be a very important resource for anyone concerned with assessing experiential learning.

WILLINGHAM, WARREN W. *Principles of Good Practice in Assessing Experiential Learning.* **Princeton, N.J.: CAEL/Educational Testing Service, 1977.**

Of the many publications produced by CAEL, this document is most useful as an initial resource to help the reader distinguish experiential learning, define assessment, and to establish criteria for assessment. In this regard, it is an essential document for someone with the responsibility to assess experiential learning. However, it would be a valuable resource for someone involved in program planning or evaluation.

This report discusses the major differences between traditional classroom learning and experiential learning, elaborates the functions of assessment, and sets forth principles of good practice in assessing experiential learning. The report presents steps in assessment: identifying learning; articulating learning; and documenting learning.

WILLINGHAM, WARREN W.; VALLEY, JOHN R.; and KEETON, MORRIS T. *Assessing Experiential Learning—A Summary Report of the CAEL Project.* **Princeton, N.J.: Cooperative Assessment of Experiential Learning, 1977.**

This report is an overview of how and to what extent Cooperative Assessment of Experiential Learning Project has met its goals of the first three years of existence. During these years, CAEL was a cooperative research and development activity administered by Educational Testing Service with policy direction by a steering committee composed of representatives from ten Task Force Institutions and several members at large. At the end of spring, 1977, CAEL became a nonprofit educational association.

Over the years, CAEL simultaneously worked at developing assessment techniques, researching how to validate assessment methods, preparing operational models for assessment, developing faculty competencies in assessment and building an association.

The report describes the activities engaged in and major experiences and findings learned in each area of endeavor. Specific products which relate to each area are also listed.

Major conclusions of the report are that: (1) the cooperative developmental model worked; (2) experiential learning can be assessed with reasonable rigor; (3) experiential learning has great value and potential; (4) the educational rationale for experiential learning is still in a state of development; (5) problems of assessing experiential learning are basically similar to problems of assessing higher education generally; and (6) there is widespread interest and strong support for experiential learning, but that this strength can be undercut unless potentially negative influences are recognized and effectively met.

This document is a good reference to use to become acquainted with the CAEL organization and history.

WIRTZ, WILLARD, and THE NATIONAL MANPOWER INSTITUTE. ***The Boundless Resource: A Prospectus for an Education/Work Policy.*** **Washington, D.C.: The New Republic Book Company, Inc., 1975.**

Ex-Secretary of Labor Wirtz was president of the National Manpower Institute and chairman of the Board of Curriculum Development Associates at the time this book was published. In it he examines the education and work patterns that have locked Americans into the time traps of youth for education, adulthood for work, and old age for obsolescence. Growing out of a concern that education and work have been distinctly separate developments, occurring in totally isolated segments, the book argues for a comprehensive education-work policy, a practical program for public and private action.

Part one addresses the problems as they relate to youth: employment and unemployment; career education and work experience; guidance, counseling and placement; more flexible arrangements for alternating education and experience; and interrelating general and vocational public education.

Part two, "The Career Years," deals with adult workers. It explores work expectations and values, reviews the established base of adult education with suggestions for expanding it, considers possibilities for coordinating education and work, suggests how an education-work policy would affect three large groupings of people—women, "minorities," and older workers.

Part three, "The Prospect," addresses two questions, "Who will pay for a comprehensive education-work policy?" and "How real is the prospect that fuller development of the human potential will be self-supporting and will contribute to economic growth?" It contains a summary of proposals putting them in a form designed to take account of the inevitably slow evolution of even the most imperative social change.

WIRTZ, WILLARD. "Collaboration in Smoothing the Transition Between Education and Work." ***The Work Education Exchange.*** **1977.**

This bimonthly publication, from the Work Education Consortium Project carried out by the National Manpower Institute, contains information on initiatives which will encourage collaboration among educators, employers, labor unions, representatives, service agencies, and community organizations in their efforts to facilitate the transition to the world of work.

Former Secretary of Labor Wirtz, currently chairman of the Board of the National Manpower Institute, discusses organization specialization as the only way a large, urban, industrial, technologically advanced and mobile society can carry on its affairs. He feels that the complexity which creates the demand for many highly specialized and separate organizational roles requires interrelationships to accomplish the objectives of the organizations and those of the broader society as well. This need for collaboration is particularly acute in achieving the successful integration of the young into adult society.

New means of achieving maturity depend on new means of uniting disparate elements of society, and collaboration represents the needed balance in a world of increasing specialization and segmentation. The National Manpower Institute's proposed Community-Education-Work Councils, with broad community representation, provide one way of restoring the balance needed to achieve successful transitions between education and work, youth and adulthood.

WIRTZ, WILLARD. *Community Education Work Councils.* **Columbus, Oh.: The Center for Vocational Education, 1976.**

This paper was presented by Willard Wirtz, President of the National Manpower Institute at a seminar held at The Center for Vocational Education at The Ohio State University in 1976. It advocates broadening the base of vocational education to include local industry and community involvement in planning and implementation.

Mr. Wirtz suggests the form for such community councils to take and avenues for handling youth education-work problems. He advocates retraining opportunities for women and a year's deferred educational opportunity for every member of the work force with support payments to come from the unemployment insurance fund.

The paper concludes with the author's response to the following questions:

1. What kind of staff services will be relevant to the local community?

2. Will the community really accept its responsibilities?

3. What are the prospects of full employment in this country?

4. Would you remove vocational education from the educational system?

WOLFBEIN, SEYMOUR. *Labor Market Information for Youths.* **Philadelphia: Temple University School of Business Administration, 1975.**

This microfiche contains 13 papers delivered at the Conference on Improving Labor Market Information for Youth in 1974. Several topics are covered:

1. Why students are unemployed
2. Changes in the schools to alter this unemployment
3. Market information needed by youth
4. Demographic trends
5. Youth opportunities
6. Impact on labor market
7. Proposals for educational work experiences

The titles of the papers are as follows: The Role of Passage; Approaches to the Transition from School to Work; New Developments in Career Education: A National Perspective; Proposal for Educational Work Experience; The New Worker—Implications of Demographic Trends; Youth Employment and Career Entry; Youth Employment Opportunities: Changes in the Relative Position of College and High School Graduates; Improving Labor Market Information and Career Choice: Issues in Program Evaluation; Improved Job Information: Its Impacts on Long Run Labor Market Experience; Occupational Data: The Foundation of a Labor Market Information System; Application of Information Systems to Career and Job Choice; The California Experience; and Organization of a Career Information System: The Oregon Approach.

WORK EXPERIENCE CAREER EXPLORATION ADVISORY COMMITTEE REPORT. *Work Experience Career Exploration Program: Evaluation and Recommendations.* **ED 068 651. Minneapolis: Minneapolis Public School District 1, 1972.**

The Work Experience Career Exploration Program (WECEP) is a prevocational exploratory program designed for educationally disadvantaged ninth grade students, emphasizing the cultivation of individual talents, development of social skills, and the recognition of the student as an individual with social and economic worth. In order to evaluate WECEP, a posttest only control group design was followed. Based on data collected from school records, interviews with students, and employer ratings, the major finding of the evaluation was the the WECEP students showed significant improvement in behaviors and attitudes such as cooperation, completion of tasks, and pride in work. Included in this report are recommendations and program cost data.

YONNIS, WILLIAM J. *Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth.* **Richmond, Va.: Special Education Service, State Department of Education, 1966.**

This publication traces briefly the background of school-work study programs, sets forth philosophical, instructional, organizational, curricular and administrative guidelines for the school phase of the program, and considers the role of the Department of Vocational Rehabilitation in providing additional training and placement of the educable mentally retarded. It carefully examines a number of programming concepts proposed or instituted for EMR students by several states. These programs reflect the opinions and experiences of many persons and, where possible, are based on research, even though research in this area has been limited.

The publication should be used as a guide and not as a statement of specific policy, as it only indicates the philosophical and administrative thinking of Virginia's Special Education Service. Its inherent flexibility reflects the recognition that the great variance in local conditions negates the adoption of a single approach to work study programming. However, within this flexible format, optimum goals are frequently stated; and it is hoped that local program directors will work toward the eventual achievement of these high standards.

YOUNG, JON I., and VAN MONDFRANS, ADRIAN P. "Psychological Implications of Competency-based Education." *Educational Technology* **11 (1972):15-18.**

The authors look at some of the basic differences between competency-based and conventional education systems. Experiential education would be considered a competency-based system. The differences are evident in the amount of choice allowed students with respect to goals and instructional and evaluation procedures, the amount of information given students concerning the instructional goals, and the sensitivity of the system to individual differences. The effects of these differences on students are examined as they relate to interest, motivation, frustration, anxiety, and self-concept. Although competency-based education involves high risks because of reduced teacher direction and increased student control, the rewards can be great—self-motivated learners. This article provides further support for the rationale and style of experiential education.

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